

**OFFICE OF CHILD CARE  
DEPARTMENT OF WORKFORCE SERVICES  
STATE OF UTAH**

REQUEST FOR GRANT  
FISCAL YEAR 2011

*Application Due Date: February 2, 2011*

**QUALITY ENVIRONMENT GRANT  
  
FOR  
  
CHILD CARE CENTER PROGRAMS**

# **Child Care Quality Environment Grant** **Request for Grant (RFG)**

## **Part One: General Information**

### **Background**

The Department of Workforce Services, Office of Work & Family Life/Office of Child Care (OCC) is soliciting proposals to increase the quality of child care services for children from birth to twelve years of age in programs holding a child care center license. Applicants must commit to activities that increase the quality of the child care they provide, including self-assessment, goal setting and training. Grant funds may be used to complete allowable minor remodeling projects to improve the child care environment, to remedy significant health or safety hazards and to purchase materials and equipment. The applications for this grant are due on **February 2, 2011**.

### **Eligibility Requirements**

The following eligibility guidelines apply to fiscal year 2011 (July 1, 2010 through June 30, 2011). Each eligible program may receive one grant during the fiscal year. Organizations or businesses that have multiple sites are eligible to receive one grant for each site. **Priority will be given to centers that did not receive a Quality Environment Grant in the 2009/2010 round of grants.**

### **Eligible Programs**

- To apply, centers must hold a current Child Care Center license from the Utah Department of Health, Bureau of Child Care Licensing and provide full-time child care on a daily basis, year around.
- Programs that provide school age only child care on a year around basis and hold an Out of School Time license from the Utah Department of Health Bureau of Child Care Licensing may apply for Materials and Equipment only.
- Applicants who currently have Youth Connections (YC), Baby Steps (BS) or Next Steps (NS) grants ARE ELIGIBLE to apply for remodeling projects in any classroom. They may also apply for materials and/or equipment *for classrooms not covered by Youth Connections, Baby Steps or Next Steps grants.*
- Two child care buildings located at the same site will be considered to be one applicant for grant purposes, even if Child Care Licensing issues a separate license for each building.

### Programs that may not apply:

- Programs that are currently suspended from grant eligibility due to failure to perform under the terms and conditions of a prior grant administered by the Office of Work and Family Life/Office of Child Care.
- Centers that hold an Hourly Child Care Center license.
- Programs that currently hold a conditional license.
- Head Start programs or other programs that are eligible for federal quality improvement funds through other grants and/or agencies.

## **Funding and Grant Summary**

### Funding Levels

Centers that provide care to a low-income or rural community (see Frequently Asked Questions #4 and #5) may request a maximum of \$36,000, based on individual need. All other centers may request a maximum of \$19,000.00. Funds may be used on remodeling projects, health or safety projects and materials/equipment according to the center's needs.

### Minor Remodeling Projects

Licensed child care centers may use grant funds to complete minor remodeling projects listed on any of the Form A: Environmental Surveys. Only activities listed on Form A are eligible for grant funds.

*The dollar amount spent to fix minor health or safety problems listed in the HEALTH AND SAFETY SECTION is limited to \$2000.00 per project. Grant funds cannot be used to:*

- *Replace unsafe playground climber/slide or swing structures*
- *Replace playground fencing unless fencing currently poses a safety hazard*
- *Repair furnaces, air conditioning units, electrical or plumbing problems*
- *Repair water damage to the building*
- *Complete any work that would be considered general maintenance, such as painting or basic structural repairs.*
- *Repair damage due to lack of general maintenance*

The goal in this area is to change a "No" answer on the survey to a "Yes" answer. Funds must be used to completely address a problem before moving onto another project.

Two bids must be submitted for each portion of a remodeling project. Bids must be recent (within 60 days of grant submittal). The low bid must be used unless a compelling reason justifies using the higher bid. Priority will be given to projects that result in the greatest improvements to the quality of the child care environment.

If a center still has funds available after budgeting for all needed remodeling projects and the elimination of all health/safety problems, the remaining remodeling funds may be used to purchase needed items from the Materials and Equipment Inventory Lists.

Requests for funding must be based on the needs documented on the Environmental Survey (Form A) and established in the proposal. Receipts documenting the completion of remodeling projects are due twelve weeks after receiving the grant check.

### Materials and Equipment

The goal of this portion of the grant is to create well-equipped and defined learning centers/activity areas. If the program already has the necessary and age-appropriate furniture and equipment, funds may be used to purchase toys and materials for the learning centers/activity areas. Purchases must be made from nationally known early childhood education catalogs or vendors. Materials and equipment funds are based on 125% of the program's highest average daily attendance, not to exceed licensed capacity, and are limited to \$4,000.00. Centers serving low-income or rural communities are eligible for up to \$6,000.00.

Requests for funding must be based on the needs documented on the Materials and Equipment Inventory Lists (Forms E). Funds will be paid to Grantees after all parties have signed the Grant Agreement. Purchases can only be made during the grant period. Purchases made before the starting date of the grant are not allowable purchases.

*Any change to the purchases listed in the Grant Agreement must be approved by OCC in advance.* Grantees must submit materials and equipment receipts within six weeks of receiving the grant check.

### Training and Quality Improvement Goals

This grant requires center staff to set and meet quality improvement goals and complete training courses. The director or other designated supervisor must work with every staff member (except those in BS, NS or YC classrooms) to set and meet quality improvement goals. A training plan related to the goals must be provided. Staff will have six months to complete the training. Programs will be required to pay for the associated class fees and staff wages for time spent in class. Documentation of the time spent with staff members to help them set and reach quality improvement goals will be required.

Staff may enroll in training classes in anticipation of receiving the grant, but only training attended during the six-month grant period will count toward fulfilling the grant requirements.

### Matching Funds

This grant requires Matching Funds. Matching Funds are funds that the applicant already has or will have available to put toward quality improvement efforts in the program. The following activities will be counted as Matching Funds for this grant:

- Time spent gathering bids and supervising remodeling projects.
- The time spent setting goals and supporting staff development as required by this grant.
- The cost of class fees and the wages paid to the staff members who attend classes required by this grant.

### **Grant Requirements**

The intent of this RFG is to improve the quality of care provided to children. Grant recipients will be required to comply with the following requirements.

1. Programs must not discriminate against children, families or staff based on race, religion, sex, age, national origin or disability.
2. Programs must provide a copy of their current license issued from the Bureau of Child Care Licensing.
3. All grant recipients must be registered with their local Child Care Resource and Referral Agency.
4. Staff from the Office of Work & Family Life shall have access to the center for site visits.
5. Grantees shall complete all purchases of materials and equipment and submit receipts within six weeks of receiving the grant check. Receipts documenting the completion of remodeling projects must be submitted within twelve weeks of receiving the grant check.
6. Grantees shall submit a final report to the Office of Work & Family Life/Office of Child Car within six months of receiving the grant funds. The report will include:
  - a. Photographs of each classroom that received materials and each area that was remodeled, with the remodeling projects and new furniture/equipment clearly visible.
  - b. A completed Quality Environment Grant Final Report that:
    - 1) Describes how the goals of each staff member were reached
    - 2) Discusses how staff have implemented specific new skills and concepts in their classrooms
    - 3) Describes how caregivers' new skills have improved their classrooms and/or relationships with the children.
    - 4) Lists any other positive outcomes.
  - c. Training documentation to include:
    - 1) Copy of the CCR&R or CEU training certificates
    - 2) Documentation showing the program paid the caregivers at their usual rate of pay for the hours spent in class. This may be a copy of a pay stub, payroll journal entry or a check made out to the staff member that has cleared the bank.

- 3) Receipts, cancelled check or credit card statement showing payment of the class fee.
- d. A completed Administrative Log documenting the director and/or supervisor's activities and the hours spent supporting the staff in meeting their goals.
7. Grantees shall ensure that the above report forms are accurate and complete and that the staff has completed the training listed in the application.
8. If the terms and conditions of this grant are not met, centers may be suspended from participating in future grant programs administered by the Office of Work and Family Life.
9. Grantees must be able to meet all applicable state and federal laws and regulations, including the Federal Office of Management & Budget (OMB) circulars for services.

## **Part Two: Submittal Process**

### **General Information**

1. To obtain copies of the application form or to address questions regarding the proposal and application process contact Colleen Fitzgerald, Department of Workforce Services, Office of Work and Family Life, 1385 S State St, Salt Lake City, Utah, 84115, or at 801-468-0064.
2. Costs incurred in the preparation and submission of proposals is the responsibility of the individual, organization or agency submitting the application and will not be reimbursed. Copies of the proposal become property of the State of Utah and will not be returned.
3. Faxed copies will not be accepted nor can we accept applications via email.
4. **To submit your application, mail or hand deliver one (1) original and four (4) copies of the application to Sharif Dajany, Department of Workforce Services, Procurements and Contracts, 1385 S State St, Salt Lake City, Utah, 84115. Applications MUST be received before 6:00 P.M. on February 2, 2011. Applications received after 6:00 P.M. cannot be accepted.**

### **Format Requirements**

1. Applications may be hand written or typed. If hand written, print clearly and legibly. If typed, use a 10 -12-point type. The application must be formatted **exactly** the same as the original application. You may download a grant application packet can will allow you to complete most of the application on a computer.
2. Application pages must be fastened together. You are encouraged to submit the applications in report folders to prevent stapled pages from separating.

- a. **Do not bind applications.**
  - b. **Do not place applications in binders with hard/rigid covers.**
  - c. **Do not use page protectors.**
3. Documents must be placed in the application packet in the order listed in Part Four on page 13.

NOTE: Applications that are missing any of the items listed above or are not formatted exactly like the original application will not be reviewed.

## **Part Three: Instructions for Completing the Grant Application**

### **Application Cover Sheet, Diagrams and Photographs**

Complete the Application Cover Sheet to determine your funding level.

1. Determine your funding level for Remodeling Projects by dividing the number of enrolled children who receive DWS child care subsidy funds by your total enrollment. If at least twenty five percent of the children receive DWS funds or the center is located in a rural community, you are eligible for up to \$30,000.00 for remodeling. If less than twenty five percent of children receive DWS funds, you are eligible for up to \$15,000.00. Most centers in rural areas are eligible for the higher funding level. See Frequently Asked Questions #4 to determine if the location of your center qualifies as a "rural" community.
2. Determine your funding level for Materials and Equipment by first calculating your Average Daily Attendance (ADA) for ALL classrooms, including Baby Steps and Youth Connections rooms. See Frequently Asked Questions #2 for instructions. If the number is a fraction, round it up to a whole number. To compensate for unusually low enrollment due to the current economic downturn, calculate your Adjusted ADA by multiplying your ADA by 1.25. If this number is LESS THAN your licensed capacity, use this number to determine your funding level. If it is MORE THAN your licensed capacity, use your licensed capacity to determine your funding level.
3. If you are eligible for the higher funding level (\$30,000.00) multiply this Adjusted ADA by \$75.00. If you are eligible for the lower level, multiply the Adjusted ADA by \$50.00. The result is your funding level form Materials and Equipment.
4. Federal regulations now require grantees to obtain a DUNS number. The number can be obtained at <http://fedgov.dnb.com/webform> and must be listed on the Application Cover Sheet. Please apply for the number immediately to ensure you will have it before the application due date of February 2, 2011.

5. Include a copy of the center's evacuation map, with all rooms labeled with classroom names or numbers.
5. Diagram each room and the outdoor play areas as they are now and label the diagrams (Form B). Do the same for rooms or areas as they will be when the project is complete (Form C). If no changes will be made to a room, a Form C is not needed. The diagram must be drawn to scale, with each square being equal to one foot. If a different scale is needed for outdoor play areas, clearly mark the scale on the diagram.
  - a. Label all furniture and activity areas in the diagrams on both Form B and C. Mark new furniture and major equipment purchases on Form C.
  - b. If you are planning to add floor-to-ceiling walls, the diagram should show the height of the current walls and the height of the ceiling.
  - c. If you are requesting funding for changes to windows, diagram the walls showing the placement of the windows. If you are requesting funds to install lower windows that will allow children to see outside, include a drawing of the wall before and after the changes. The new window cannot be wider than the current window.
  - d. If you plan to add nature to your outdoor play area, create a "master plan" based on your ultimate goal. Diagram the area as you want it to be in its final stage. Mark on the diagram the work you will complete with this grant. Refer to Appendix A for resources on creating outdoor play areas that incorporate nature.
6. Take pictures of the rooms and the outdoor play areas as they are now. If you are requesting funds for walls or flooring, your pictures should clearly show the need for replacement or other work. Pictures of the playground are required, even if you are not requesting funds for the outdoors.
  - a. The photographs of the outdoor play area should, with the diagrams, give the grant review committee a clear picture of your current situation.
  - b. The photographs of the indoor areas (bathroom, kitchen, multi-purpose rooms, etc.), with the diagrams, give the grant review committee a clear picture of your current situation.
  - c. The pictures of the classrooms show all of the room, including the learning centers and/or activity areas. Label the pictures with the room name/number.
  - d. You should be able to show the room with no more than four pictures. Do not include pictures of all the toys and materials. The Inventory List will provide detailed information about the materials in each room.
  - e. If you indicate on the Materials and Equipment Inventory List that the room has the **required items (those listed in bold type)** include a picture of those items.
  - f. Color copies of the photographs need to be included in the original application and in **each** of the 4 copies of your proposal.



## Remodeling Projects

1. Complete the Environmental Survey Forms (A-1, A-2 and A-3) to identify eligible remodeling projects. Any item on the survey list that you say “no” to is a potential remodeling project. If eligible projects exist, follow the steps listed below.
  - a. The Health and Safety Section: This section is for projects that are NOT listed on the first sections of a Form A. These are health/safety problems that are unique to your center. List the problem here. The solution will be described on Form D.
  - b. The Special Projects Section of the survey lists projects that only centers that have NO other needs are eligible for. This means that all projects listed on every Form A is marked “yes” or “n/a” and there are no health/safety problems.
2. The proposal will be scored on the impact of the remodeling project on the overall quality of the environment and care the children receive.
3. Check with all appropriate parties before finalizing your plan, including building owners, city planning departments and/or child care licensing. You may include the cost of building permits in your grant application. A licensed contractor should know when a project requires a building permit. You should know that these parties approve your project before submitting your application.
4. Obtain at least two construction bids from licensed contractors **for each portion of a remodeling plan**. For example, if you are adding a floor-to-ceiling wall and you want to include a window in that wall, the bid should list the cost of the wall and the cost of the window separately. See Frequently Asked Questions #7 for another example. Clearly indicate which bidder you are choosing to complete the work on Form D, Remodeling Plan and Budget.
  - The contractor’s license number must be listed on the bids.
  - The contractor’s bid must be on company letterhead.
  - Bids must include details about the products (what type of carpet and padding, what kind of tile, etc.)
  - If you are replacing kitchen appliances, check with your local Health Department to ensure that your choices meet the food service regulations.
  - If you are choosing the more expensive bid, explain the reason for your choice.
  - You may not choose a contractor who is related to the owner or management of the center with out approval by OCC. Approval must be obtained before you submit your application.
5. Volunteers may not be used to build or install any structure, including sheds or playhouses.

6. Playhouses purchased from companies that are not early childhood vendors must cost less than \$1,000.00.
7. See Appendix F for guidelines on floor and wall coverings. *The grant review committee will be using this information as a guide when scoring flooring choices.* All carpeting must include padding.
8. Complete the Remodeling Plan and Budget Form (Form D). If you are requesting funds for walls and/or flooring, describe the need in the first column. The photographs you submit should also clearly show the need. Provide a detailed description of the project in the second column.
9. Purchases for this section (sheds, musical instruments, etc.) must be listed on Form D and include the name of the company the item is being purchased from, the product name and number, and the cost.

## Materials and Equipment Requests

1. Complete the appropriate Materials and Equipment Inventory List (Forms E) for each classroom, except for rooms that are participating in Baby Steps, Next Steps or Youth Connections grants.
  - a. Record the number of materials in the line to the left of each of the items listed. In cases where there are a large number of pieces (i.e., legos) please estimate the number.
  - b. If items are broken or worn out, do not count them on the List.
  - c. Do not count shelving units that are plastic.
  - d. Items in **BOLD** print are *required*. If you do not have the items, you must purchase them with these grant funds.
  - e. Please note that some items are considered "optional". If you already have all the other items on all of your lists, you may request optional items.
4. Determine what materials and equipment you will purchase with the grant money. Only items from the Materials and Equipment Inventory List, in the quantities listed, can be purchased. Items must be purchased from early childhood education catalogs and vendors.
5. List the items for each classroom on a separate Form F, the Materials and Equipment Request Form.
  - The first priority of this portion of the grant is the purchase of furniture and equipment. If you do not already have the items marked "**Required**", you need to purchase them with the grant funds.
  - The second priority is for toys and materials to enhance, create or replace specific learning centers/activity areas. Shelving units or a book display shelf must be available in each activity area. Toy boxes are not considered appropriate storage.

- Please Note: All furniture, equipment, toys or materials proposed for purchases must be safe for each age group and age-appropriate per the manufacturer's labeling. If proposed purchases are unsafe, (choking hazards, too tall for the children to use effectively, or designed for much older children, etc.) and the proposal scores high enough to be funded, those items will be removed from the proposal and the dollar amount of each item's cost will be subtracted from the award amount. Please see Frequently Asked Questions #14 for more information.
6. Purchases should be based on the needs reflected on your equipment and materials list and on the diagram of what the room will look like after purchases are made. Remember that too much equipment can be as problematic as too little, causing crowding and over-stimulation.

### **Quality Improvement Goals**

1. This Grant will require the owner/director/supervisor to work with each caregiver in every participating classroom to set and achieve goals based on the Utah Core Competencies for early care professionals. Every classroom except those Baby Steps, Next Steps and Youth Connections rooms are participating classrooms. *Goals that are not from the Utah Core Competencies are not considered when scoring the grant application.*
2. If you do not have a copy of the core competencies, you can request a copy for each caregiver by calling your local CCR&R or the Office of Child Care at 801-468-0049 or 1-800-622-7390. Copies of the Core Competencies will also be available at the bidders conference in Salt Lake City and can be found on the web at <http://jobs.utah.gov/occ/occ2/forproviders/UtahCoreCompetencies.pdf>.
3. Read the information explaining the Core Competencies with the staff working in each participating classroom and together select at least one core knowledge area to focus on.
  - You may choose one core knowledge area for the entire center or choose different core knowledge areas based on each classroom or caregiver's needs or interests.
  - Have the caregivers self-assess their current skills within the areas you have chosen to focus on.
  - With each caregiver, identify a minimum of one Core Competency as a goal that will improve caregiver practices and will be met during the grant.
  - The goal should be a commitment to an action or change of behavior of the caregiver that does not require any funding to meet the goal. For example, the caregiver may take action to rearrange a room to create a protected block area or make a change in their behavior and practices, such as using descriptive language or validating children's feelings.

4. Complete the Plan of Action Form (Form G) with **each** caregiver, writing out goals and steps to reach those goals within the grant period. Caregivers in Baby Steps, Next Steps and Youth Connections classrooms do not need to set goal or complete training for this grant.
  - **Select a training class for at least one caregiver in each classroom** that is related to the chosen goal. Use Appendix C (Matching Training to Competencies) to determine which CCR&R classes contain information related to one of the competencies chosen. If there is more than one caregiver in a room, and that caregiver commits to a training class, the score for the training portion of the grant application will be higher.
  - Complete Section C on the Plan of Action Form by listing the chosen training classes. If you are committing to more than one goal per room, you do not have to list a class on every Plan of Action form. **However, doing so may increase your score.** Include an alternate choice in case the class is full or is not being offered in the next six months. You are encouraged to check with your local CCR&R to see what will be available in the coming two quarters.
  - The program is required to pay the fee for the training and the caregiver's wages for their time spent in class as part of the match.
  - Another option to fulfill the training requirement is for the caregivers to complete one CEU related to a core competency goal from an approved source. If this type of training is selected, the program is still required to pay at least \$15.00 of the course fee and the caregiver's wages for up to 10 hours to complete the learning module.
  - See Appendix D (More about CEUs) for more information and a list of approved CEU sources.
5. In section D of the Plan of Action Form, the person assisting the caregivers in meeting their goals will outline activities they are committing to or arranging to help staff members reach their goals. The plans of action should be realistic, taking into account the supervisor and/or director's time constraints. Examples of activities that could be included in the plan are:
  - ❑ Attending a training class with the staff member
  - ❑ Observing in the classroom and giving constructive, positive feedback
  - ❑ Meeting with the staff member to set new goals and regularly thereafter to check in and see what additional help they may need
  - ❑ Modeling in the classroom (showing staff how to use appropriate discipline or implement age appropriate activities, etc.),
  - ❑ Helping with room arrangement or other behaviors or actions that may be related to their goals.

\* See Frequently Asked Questions #12 for additional examples of activities

## **Part Four: Order of Application Paperwork/Checklist**

The following documents must be placed in the application packet in the order listed below.

1. **Application Cover Sheet:** Fill out all three pages of the cover sheet completely.
2. **Licensing Status:** A copy of your current child care license from the Bureau of Child Care Licensing, Department of Health.
3. **Attendance Records:** July or October 2010 attendance records (not sign in/out sheets) with children's names blacked out
4. **Evacuation Route Map:** A diagram of the entire center, with classrooms/areas labeled

### **5. Diagrams**

- ☐ Diagrams of each classroom and the outdoor play area, one as it is now (Form B) and a second one as it will be after remodeling is completed (Form C). The second diagram is not needed if the room/area is not being remodeled and no new furniture has been added.
- ☐ If bathrooms or kitchens are part of a remodeling project, a before and after diagram, on Forms B and C are required of these rooms.

### **6. Photographs**

- ☐ Pictures of each classroom, the playground and any part of the building to be remodeled, with items to be replaced or remodeled shown clearly and labeled
- ☐ Photographs of each room, including any required furniture or equipment.

### **7. Remodeling Projects:**

- ☐ Environmental Survey (Form A)
- ☐ Remodeling Plan and Budget Form (Form D)
- ☐ Two current bids from licensed contractors for each portion of the project

8. **Materials/Equipment Requests:** Submit one of each of the following for each classroom. Group them by classroom.

- ❑ Materials and Equipment Inventory List (Forms E) for each classroom
- ❑ Materials and Equipment Request Forms for each classroom (Form F)
- ❑ Plan of Action Forms (Form G)

## **Part Five: Scoring of Eligible Grant Applications**

1. Personnel from the Office of Child Care, Child Care Resource and Referral agencies and other qualified personnel selected by OCC will evaluate applications.
2. Evaluations will be based on the criteria listed in this RFG. Applicants should clearly demonstrate the need for all remodeling projects and/or equipment and materials being requested. The Office expects this to be a very competitive grant process. Committing to additional goals, choosing goals that will make more significant impacts on quality or committing to additional training will result in higher scores.
3. The Office may request additional technical assistance from other sources when evaluating applications. The Contract Analyst or Office of Child Care staff shall reserve the right to enter into discussion with applicants or visit the applicant's facility during the evaluation phase.

The review committee will use the following guidelines when scoring applications:

1. Overall accuracy and presentation of the entire proposal. Maximum of 5 points
  - All bids are on company letterhead. Is there sufficient detail about project, flooring, etc. for committee to assess the project?
2. Need Assessment: Maximum of 15 points based on the following:
  - Does the Environmental Survey, classroom and/or playground Diagrams and the Materials and Equipment Inventory Lists indicate a significant need?
3. Classroom Diagrams/Plans: Maximum of 5 points based on the following:
  - Does the first Diagram of the classrooms and/or playgrounds appear to be accurate based on the photos and Materials and Equipment Inventory List? (2.5 points)
  - Do the new items on the second diagram correspond with the purchasing form? Does the second diagram of the classroom/playground show that significant improvement will be made? (2.5 points)
4. Remodeling Projects and Purchases: Maximum of 40 points based on the following:
  - Do the proposed remodeling projects and the quantity/quality of the purchases correspond with the needs reflected in the photos and the Materials & Equipment Inventory List? (10 points)

- Will playgrounds have a significant amount of natural features such as trees, shrubs, grasses and plants? Will infant/toddler playgrounds be separated from older children? (5 points)
  - Will the changes create significant improvement in the quality of the children's environment? (10 points)
  - How financially reasonable are the choices? Are the choices of good quality without being extravagant? Do purchases of floor coverings meet the requirements or guidelines in Appendix F? (5 points)
  - Are the choices age-appropriate? Do any of them pose choking hazards for children under three? (5 points)
  - Will the classrooms have the required furniture and equipment after purchases are made? (5 points)
5. Core Competency Goals in Sections A and B of the Plan of Action Form: Maximum of 15 points based on the following:
- Was there at least one competency goal chosen for each caregiver (except for BS, NS and YC staff) that does not involve the purchase of materials? Proposals committing to more than one goal per caregiver may receive higher scores. Is it realistic to complete all the goals in six months? (5 points)
  - How simple or complex were the goals that were selected? Will the goals be very easy to meet or more difficult? More complex goals receive more points. (5 points)
  - Will the completion of the chosen goals create significant change? (5 points)
6. Training shown in Section C of the Plan of Action Form: Maximum of 10 points based on the following:
- Are at least 10 hours of training or 1 CEU being planned for each participating classroom? Was at least one alternate option for training included in the plan? (5 points)
  - Is the training topic appropriate and related to one of the goals? (5 points)
7. Administrator Plan of Action in Section D of the Plan of Action Form: Maximum of 10 points based on the following:
- How well developed is the plan to assist staff in reaching their goals? Does the director use appropriate activities to support staff in the different goals? Are the strategies individualized to each goal set? (5 points)
  - How effective is the plan to assist the caregivers in maintaining the changes they have made after the grant period? (5 points)
8. A minimum score for funding is 60 out of 100 points.

## **OE EVALUATION SCORESHEET FY10**

Organization: \_\_\_\_\_  
 Site: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Score will be assigned as follows:

- 0 = Failure, no response
- 1 = Poor, inadequate, fails to meet requirement
- 2 = Fair, only partially responsive
- 3 = Average, meets minimum requirement
- 4 = Above average, exceeds minimum requirement
- 5 = Superior

|  | Reader Score | Weight (0-5) | Points |
|--|--------------|--------------|--------|
| <b>1. Grant Proposal/ Application: (5 points possible)</b>   | ----         | ----         | ----   |
| Overall accuracy and presentation. Bids are on company letterhead. (5 points)  | X            | 1            |        |
| <b>2. NEED ASSESSMENT (15 points possible)</b>   | ----         | ----         | ----   |
| Does the Environmental Survey, classroom and/or playground Diagrams, and Equipment/Materials Lists indicate a significant need? (15 points)  | X            | 3            |        |
| <b>3. CLASSROOM DIAGRAMS/PLANS (5 points possible)</b>   | ----         | ----         | ----   |
| Does the first diagram of the classrooms and/or playgrounds appear to be accurate based on the photos and Materials and Equipment Inventory List? (2.5 points)   |              | X .5         |        |
| Do the new items on the 2 <sup>nd</sup> Diagram correspond with the purchasing form? Do the 2 <sup>nd</sup> Diagrams (classroom / playground) show that significant improvement will be made? (2.5 points)   | X            | .5           |        |
| <b>4. REMODELING PROJECTS AND PURCHASES (40 pts possible)</b>  | -----        | -----        | -----  |
| Do the proposed remodeling projects and the quantity/quality of the purchases correspond with the needs reflected in the photos and the materials & equipment inventory list? (10 points)  | X2           |              |        |
| Will playgrounds have a significant amount of natural features such as trees, shrubs, grasses and plants? Will infant/toddler playgrounds be separated from older children? (5 points)   | X1           |              |        |
| Will the changes create significant improvement in the quality of the children's environment? (10 points)  | X2           |              |        |
| How financially reasonable are the choices? Are they good quality without being extravagant? Do floor covering purchases meet the requirements/guidelines in Appendix F? (5 points)  | X1           |              |        |
| Are the choices age-appropriate? Do any of them pose choking hazards for children under three? (5 points)  | X1           |              |        |
| Will the classrooms have the required furniture & equipment after purchases are made? (5 points)   | X1           |              |        |
| <b>5. CORE COMPETANCY GOALS (15 points possible)</b>   | -----        | -----        | -----  |
| Was there at least one goal chosen for each caregiver (except BS, NS, YC) that does not involve the purchase of materials? Proposals committing to more than one goal per caregiver may receive higher scores. Is it realistic to complete all the goals in six months? (5 points) | X            | 1            |        |
| How simple or complex were the selected goals? Will the goals be very easy to meet or more difficult? (More complex goals receive more points) (5 points)  | X1           |              |        |
| Will the completion of the chosen goals create significant change? (5 points)  | X1           |              |        |
| <b>6. TRAINING (10 points)</b>   | ----         | ----         | ----   |
| Are at least 10 hours of training or 1 CEU being planned for each participating classroom? Was at least one alternate option for training included in the plan? (5 points)   | X            | 1            |        |
| Is the training topic appropriate and related to one of the goals? (5 points)  |              | X 1          |        |
| <b>7. ADMINISTRATOR PLAN OF ACTION: (10 points possible)</b>   | ----         | ----         | ----   |
| How well developed is the plan to assist staff in reaching their goals? Does the director use appropriate activities to support staff in the different goals? Are the strategies individualized to each goal set? (5 points)   | X            | 1            |        |
| How effective is the plan to assist the caregivers in maintaining the changes they have made after the grant period? (5 points)  | X            | 1            |        |
| <b>TOTAL EVALUATION POINTS</b>   |              | Total        |        |



## **Part 6: Definitions**

Child Care Center: A program that provides full-time, year around child care on a daily basis in lieu of what a parent would provide. Preschool programs and drop-in/hourly child care facilities are not covered under this definition.

Conditional License: A license issued by the Bureau of Licensing, Department of Health for continuing or chronic failure to comply with the licensing rules or for serious breaches of the rules that results in potential or actual harm to children.

Child Care Resource and Referral (CCR&R): Child care support programs, partially funded by the Utah Office of Child Care, that are housed in local agencies. CCR&Rs provide training and technical assistance to child care providers and operate parent referral services. See Appendix E to locate your local CCR&R agency.

### Infant

A child age birth through eleven months is an infant.

### Matching Funds or Provider Match

These are funds that the applicant already has or will have available to put toward their program. This Quality Environment Grant requires a caregiver in each participating room to complete at least 10 hours of training. The program will be required to pay for class fees and staff wages for attending training. This will be considered a portion of the match. In addition, the time the owner/director/supervisor invests in working with the caregivers, and time spent managing remodeling projects, will also be counted as match. The final report will require documentation that shows staff were paid to attend training and documentation of the time spent with each staff member to help them set and reach goals to improve their classroom environment or personal practices.

### Participating Classroom

Every classroom that doesn't currently receive a Baby Steps, Next Steps or Youth Connections grant is a participating classroom. Diagrams, pictures, Materials and Equipment Inventory Lists and Plan of Action Forms are needed for each participating classroom, even if no materials or equipment are requested.

### Toddler

A toddler is a one-year-old child.

## **Part Seven: Frequently Asked Questions**

### 1. How can I get more information about the Grant and the Core Competencies document?

If you want more clarification on the Grant, the grant application, or the use of the Core Competency Booklet you may attend the bidders conference meetings. *Print a*

*copy of the RFG and review it before coming to the meeting so you are prepared to ask questions. **You do not need to wait until after the bidders conference to begin working on the grant application. You will need the entire time period to gather bids, complete inventories and set goals with caregivers. You will also be able to ask more focused questions if you have already started the process.***

The bidders conference will be held on January 5, from 1:00 pm to 3:30 pm. The conference will be held at the Department of Workforce Services building at 1385 South State St, Salt Lake City. Centers located off the Wasatch Front may choose to participate via telephone. Information will be provided when participants call to RSVP.

Participants MUST RSVP for this meeting due to limited space. Call the Office of Child Care/Work & Family Life at 801-468-0049 or 1-800-622-7390 if you plan to attend or call into the meeting.

2. How do I know what my average daily attendance is for the month?  
Add your daily attendance number from every classroom, for every day you are open. Include all classrooms, including Baby Steps or Youth Connections rooms. Now divide that number by the number of days you are open. Round the number up. The answer is your average daily attendance for the month. You may choose to use July or October attendance, which ever is highest.
3. Can I choose to have only a few rooms participate?  
All classrooms must participate UNLESS they are currently participating in another grant program (Baby Steps, Next Steps or Youth Connections).
4. What is the definition of a low-income community?  
For this Grant, you serve a low-income community if at least 25% of the children enrolled in the center in or November 2010 received DWS child care subsidy funds. DWS subsidy eligibility is not the same criteria used to determine Baby Steps funding levels, nor is it based on the number of children eligible for free or reduced lunch. If you are uncertain if you meet this criterion, contact Colleen Fitzgerald at 801-468-0064 or 1-800-622-7390.
5. What is the definition of a rural community?  
All Utah counties are rural except Davis, Weber, Salt Lake, Utah and Washington counties. If you are in a rural county, and in a town/city with a population of less than 25,000, you serve a rural community. Due to Park City's economic status, it is NOT considered a rural community. In addition, the small communities in Washington County that are NOT part of St. George or the cluster of towns immediately surrounding St. George are considered rural.
6. If I am planning a remodeling project in my Baby Steps, Next Steps or Youth Connections room, do I need to set goals using the Core Competencies?

Baby Steps, Next Steps and Youth Connection classrooms may not request funds for materials and equipment but can request funds for remodeling projects. Baby Steps, Next Steps and Youth Connection classrooms do not need a Plan of Action form since they set and meet quality improvement goals under another grant program.

7. I am going to work on my playground. I'm going to add several trees, a wood deck, a grass area with a sprinkling system and several raised flowerbeds. How should the landscaping company write the bid?

Ask the company to list a total cost and then itemize the invoice. They should list each activity separately so the review committee can see the cost of:

- each of the trees and their installation
- the deck (materials and installation can be combined)
- laying the sod
- installing the sprinkling system
- building the raised planting boxes.

8. The property adjacent to our current playground has trees and grass and our playground does not. We own the adjacent property. Can the grant pay to extend the fencing to include this area?

Since a significant focus of the grant is to add nature to current playgrounds, the grant may be used to fund the new fencing. The grant review committee will score the proposal on the cost effectiveness of this choice. How will the cost of the fencing compare to the cost of adding grass, trees or shrubs to the existing space.

9. Should I have my staff self-assess themselves in all Core Knowledge areas?

For this grant, you may select one Core Knowledge **area** for all of your staff. *This does not mean every caregiver will have the same goal. Each staff member needs to complete a self-assessment to set their goal.* If you choose to have staff select their own individual Core Knowledge area, we recommend that staff select one to three Core Knowledge areas to complete a self-assessment on. The Core Competency document is lengthy, and as a person begins to consider goals from it, it is much more manageable to focus on the specific areas that an individual is most motivated to work on.

10. What do I do when there is more than one caregiver working in a classroom? Do I have to send all of them to training and set goals with all of them?

Every caregiver must set a quality improvement goal but only one caregiver per classroom needs to complete the 10 hours of training. That caregiver should be in the room full time or be there for most of the day. If more than one caregiver commits to setting and meeting goals, you would also likely receive a higher score on the goals section.

11. What is an example of an action or change of behavior to complete a goal that does not require funding?

Most of the competencies are not linked to purchasing materials. One example is the Emotional Wellness section of the competencies document, step 2, number 6,

on page 27. The competency goal is for the *"caregiver to recognize and acknowledge children's feeling and help them label them"*. The caregiver commits to talking about feelings as part of the teaching process, acknowledging children's feelings before attempting to solve problems, and to helping children recognize and accept their feelings. This goal does not require any funding, but does require a change in behavior from the caregiver.

12. What is an example of a goal that would not score high?

- Some goals that don't score at the "adequate" level are goals that seem too simple for the caregivers training level and/or length of employment.
- Another example is a goal that requires a one-time effort, such as rearranging the classroom.
- Goals that are basic requirements for licensing, such as obtaining a food handlers permit or never leaving children alone, will score lower.

13. In section D of the Administrator's Plan of Action, can some of the activities for support be activities that are arranged to help the caregivers develop skills vs. the director/supervisor providing all support directly? What are examples of activities the director arranges?

In this section, some activities should be conducted with the caregivers' direct supervisor. The actual assessment and setting of goals is something that should occur with the supervisor and staff member working together. However, some activities could be set up by the supervisor to help the staff member be successful in reaching their goals. Examples of some of these could be:

- Purchasing resources the caregiver could read and/or use in the classroom.
- Giving the caregiver paid time out of the classroom to observe another caregiver that shows proficiency in a skill the caregiver would like to develop.
- Drawing on community resources to obtain technical assistance from another professional in the field.
- Assigning a mentor from within the center to help a caregiver develop a particular skill or meet one of the indicators.

14. What is an example of a way to monitor staff progress and help maintain goals beyond the grant period?

A monitoring/maintenance plan explains how the administrator will continue to partner with staff in their professional development efforts. Maintenance could include continued monitoring, additional training, posted reminders, quarterly self-assessments, etc.

15. How do I know if an item is age appropriate?

When making materials or product selections, it is important to consult the manufacturer's recommendation for the product. In some cases, you must go online to find out if a product may have small parts that can come off a larger product and present choking hazards for children under 3 years of age. Any item that presents a choking hazard for this age group will be eliminated from the grant proposal.

In addition, the items requested must fall within a reasonable range of what the children can use in a meaningful way. For example, if a product is recommended for children age 3 - 5 years old, it is not something you may buy for toddlers.

16. What if the owner of the child care center changes? If the change of ownership happens before the contract is signed, the grant would not automatically transfer to the new owner. If the center director changes, a new license is not required and there would not be a change to the grant contract. If the funds have already been given to the center, the grantee should inform the new owners of the grant requirements.

17. I want to add nature to my playground but I'm not sure where to start.  
See Appendix A1 – A5 for ideas, resource books and websites that will help you create a plan. Have a few landscape *design* companies give you bids. Create a Master Plan showing how you want your outdoor area to look when it is all completed. This is likely a long-term project. Talk to your landscape designer and local garden center about what trees, shrubs, herbs and perennials will do well in your setting. Check the Licensing web site for the list of poisonous plants and don't choose shrubs or trees with thorns.

Depending on your needs, you will probably only be able to begin work on your playground. By creating a Master Plan, you will ensure that the tree you plant today won't be in the way of future activities.

# Quality Environment Grant Application Cover Sheet

## OFFICE OF CHILD CARE Department of Workforce Services

Name of Center (as listed on your license) \_\_\_\_\_

Name of Owner \_\_\_\_\_ Name of Director \_\_\_\_\_

Center Address: Street Address \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Center Telephone \_\_\_\_\_ Owner cell phone \_\_\_\_\_ Director cell phone \_\_\_\_\_

E-mail address \_\_\_\_\_ Center Tax ID #: \_\_\_\_\_

DUNS Number \_\_\_\_\_ State Vendor Number \_\_\_\_\_

Business type (check one): ☐ Individual/Sole Proprietor ☐ Non-profit ☐ Corporation ☐ Other

### Calculate Funding Level

To Calculate the funding number for Materials and Equipment, multiply the center's Average Daily Attendance (ADA) for all classrooms by 1.25. See Frequently Asked Questions for information on calculating Average Daily Attendance. If the ADA multiplied by 1.25 is less than the center's licensed capacity, use this number to calculate the amount of funding you can request. If the ADA multiplied by 1.25 is more than the licensed capacity, use the licensed capacity as the funding number.

Center's Average Daily Attendance in July or October 2010 \_\_\_\_\_ X 1.25 = \_\_\_\_\_ (round up)  
Center's Licensed Capacity \_\_\_\_\_ **Funding number for materials/equipment = \_\_\_\_\_**

Hours of Operation: \_\_\_\_\_

**Funding Level: Do at least 25% of the children receive DWS subsidy assistance?** (See Frequently Asked Questions.) Check one:

Yes \_\_\_\_\_ The center qualifies for up to \$30,000.00 for remodeling and up to a maximum of \$6000.00 for equipment and materials, based on \$75.00 per child (Group A)

No \_\_\_\_\_ The center qualifies for up to \$15,000.00 for remodeling and up to a maximum of \$4000.00 for equipment and materials, based on \$50.00 per child (Group B)

Complete the following:

|   |    |
|---|----|
| Amount of Funds Requested for Remodeling Projects:  | \$ |
| Amount of Remodeling Funds to be used for Materials/Equipment purchases   | \$ |
| Amount of Funds Requested for Equipment/Material:<br>Funding number _____ X \$75.00 (Group A) = _____ (up to a maximum of \$6000.00)<br>OR<br>Funding number _____ X \$50.00 (Group B) = _____ (up to a maximum of \$4000.00) | \$ |
| Total Amount Requested:   | \$ |

**Classroom Information:** Complete for every classroom.

|     | Classroom Name | Ages of Children | Room Capacity | No. children enrolled | Caregiver Names | In room in Baby Steps, Next Steps or Youth Connections? |
|-----|----------------|------------------|---------------|-----------------------|-----------------|---|
| 1.  |                |                  |               |                       |                 | Yes No  |
| 2.  |                |                  |               |                       |                 | Yes No  |
| 3.  |                |                  |               |                       |                 | Yes No  |
| 4.  |                |                  |               |                       |                 | Yes No  |
| 5.  |                |                  |               |                       |                 | Yes No  |
| 6.  |                |                  |               |                       |                 | Yes No  |
| 7.  |                |                  |               |                       |                 | Yes No  |
| 8.  |                |                  |               |                       |                 | Yes No  |
| 9.  |                |                  |               |                       |                 | Yes No  |
| 10. |                |                  |               |                       |                 | Yes No  |

**Please provide a description of any special circumstances you wish to share with the Grant Review Committee.**

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**The following documents must be attached before this application can be processed:**

Incomplete applications will not be reviewed or funded. The original application packet and four complete copies must be submitted by the deadline. A complete application includes the following:

- ☐ Application Cover Sheet
- ☐ A copy of your child care license from the Department of Health

- ☐ Copies of July or October 2010 attendance records (not sign in sheets) with children's names blacked out
- ☐ A diagram of the entire center, with classrooms/areas labeled (evacuation map/diagram)
- ☐ Diagram of rooms/areas/playgrounds as they are now (Form B)
- ☐ Diagram of rooms/areas/playgrounds as they will be when the remodeling is finished (Form C)
- ☐ Pictures of the rooms/areas/playgrounds as they are now (labeled)

***Remodeling Projects:***

- ☐ Environmental Survey Forms (Form A-1, A-2 and A-3)
- ☐ Remodeling Plan and Budget Form (Form D)
- ☐ Current bids from two licensed contractors for each portion of the project

***Equipment/Materials: Submit one of each of the following for each classroom and group them by classroom):***

- ☐ Materials and Equipment Inventory List for each classroom (Form E)
- ☐ Request for Materials and Equipment Forms (Form F)
- ☐ Plan of Action Forms (Form G)

- ☐ Mail or deliver completed application to: **Office of Work & Family Life  
1385 S State St.  
Salt Lake City, Utah 84115**

I certify that the information in this application is true and accurate. I understand that providing false information in this application will disqualify me from receiving this grant and may result in my suspension from eligibility for future grants and/or awards funded by the Office of Child Care. I understand that staff from the Office of Child Care (OCC) may visit my center as part of the grant evaluation process.

If funded, I agree to comply with the requirements listed in this Request For Grants (RFG) and to provide the Office of Child Care with accurate information upon request. I understand that staff from the Office of Child Care may visit my center to verify that projects are completed, purchases have been made, materials are available to the children and other grant requirements are completed.

\_\_\_\_\_  
Signature of Owner      Date

\_\_\_\_\_  
Signature of Director      Date



**Form A-1**  
**Environmental Survey for an Infant/Toddler/Two Year Old Room**  
 (Only projects listed on a Form A are allowed. The project must change a "no" to a "yes".)

Center Name: \_\_\_\_\_ Classroom Name \_\_\_\_\_

| Yes | No | N/A | Code  | Infant /Toddler/Two-Year-Old Rooms   |
|-----|----|-----|-------|--|
|     |    |     | IT-1  | The infant/toddler (I/T) room is on the ground floor and has a fire exit door that leads directly outside for easy emergency exiting.                      |
|     |    |     | IT-2  | There is a ramp from basement level I/T room to allow safe exit of infants in cribs.   |
|     |    |     | IT-3  | The I/T outdoor play area is right outside the door for easy access.   |
|     |    |     | IT-4  | There are two sinks in each I/T classroom- one for food/bottle preparation and one for diapering and/or hand washing.                                      |
|     |    |     | IT-5  | There are two sinks in each two-year-old room, with one sink at child height.  |
|     |    |     | IT-6  | The diapering area/table is in the classroom so caregivers don't leave the area.   |
|     |    |     | IT-7  | There is a food prep/storage area with a small refrigerator and bottle warmer in an I/T classroom.   |
|     |    |     | IT-8  | There is counter space for food preparation and cabinet space for food storage.  |
|     |    |     | IT-9  | There are no "temporary"* walls that interfere with the supervision of children or force parents/staff to walk through an I/T room to access another room. |
|     |    |     | IT-10 | There is at least one safe window low enough to allow children to see outside independently in each room. (12 inches from the floor for infants/toddlers). |
|     |    |     | IT-11 | Windows accessible to children have safety glass or protective film to prevent them from breaking into glass shards.                                       |
|     |    |     | IT-12 | There is a vinyl, linoleum or tile area for eating, water play and art activities in each classroom. The flooring is in good condition.                    |
|     |    |     | IT-13 | At least 50% of each classroom room has carpeting and padding. The carpeting is in good condition.   |
|     |    |     | IT-14 | The walls and floors in each bathroom are in good condition and floors and walls are easy to clean.  |
|     |    |     | IT-15 | The walls in each classroom extend from the floor to the ceiling to reduce the transmission of noise from other rooms/areas.                               |
|     |    |     | IT-16 | The noise level in the room is not excessive and there are sound absorbing materials on the ceilings or upper walls.                                       |

**HEALTH AND SAFETY SECTION:**

List and describe any health or safety problems (that are not listed above) within this classroom that you plan to correct with these grant funds. The cost of any project listed below must be less than \$2,000.00.

|    |  |
|----|--|
| 1. |  |
| 2. |  |

## Form A - 2

### Environmental Survey for a Preschool or School Age Classroom

(Only remodeling projects listed on a Form A are allowed. The project must change a "no" response to a "yes".)

Center Name: \_\_\_\_\_ Classroom Name \_\_\_\_\_

| Yes | No | N/A | Code | Preschool and School Age Classrooms   |
|-----|----|-----|------|---|
|     |    |     | PS-1 | There are one or two child height sinks in the room for hand washing.   |
|     |    |     | PS-2 | There are no "temporary"* walls that interfere with the supervision of children.  |
|     |    |     | PS-3 | There is a safe window low enough to allow children to see outside independently. (23 – 30 inches for preschool age children).  |
|     |    |     | PS-4 | Windows accessible to children have safety glass or protective film to prevent them from breaking into glass shards.  |
|     |    |     | PS-5 | There is a vinyl, linoleum or tile area for eating, water play and art activities in each classroom. The flooring is in good condition.   |
|     |    |     | PS-6 | At least 50% of each classroom room has carpeting and padding. The carpeting is in good condition. <b>If carpeting is purchased with grant funds, a carpet cleaner may also be purchased. The grant can cover up to \$1,500.00 of the cost of the carpet cleaner. List the carpet cleaner in the remodeling portion of the grant request.</b> |
|     |    |     | PS-7 | The walls in each classroom extend from the floor to the ceiling to reduce the transmission of noise from other rooms/areas.  |
|     |    |     | PS-8 | The noise level in the room is not excessive <u>and</u> there are sound absorbing materials on the ceilings or upper walls.   |
|     |    |     | PS-9 | The walls and floors in each bathroom are in good condition and floors and walls are easy to clean.   |

#### HEALTH AND SAFETY SECTION:

|  |  |
|--|--|
| List and describe any health or safety problems (that are not listed above) within this classroom that you plan to correct with these grant funds. The cost of any project listed below must be less than \$2000.00. |  |
| 1.   |  |
| 2.   |  |
| 3.   |  |
| 4.   |  |

## Form A-3

### Environmental Survey for Outdoor Play Areas and Special Projects

(Only projects listed on a Form A are allowed. The project must change a “no” response to a “yes”.)

Center Name: \_\_\_\_\_

| Yes | No | N/A | Code | <b>Outdoors – Infant/Toddler/Twos area</b>   |
|-----|----|-----|------|--|
|     |    |     | O-1  | The infants/toddler/twos have an outdoor play area that is separate from that of the older children.   |
|     |    |     | O-2  | The infant/toddler outdoor play area is right outside the door for easy access.  |
|     |    |     | O-3  | The outdoor play area allows children to interact with nature.   |
|     |    |     | O-4  | <ul style="list-style-type: none"> <li>The play area has a grass area with a sprinkling system.</li> </ul>   |
|     |    |     | O-6  | <ul style="list-style-type: none"> <li>The play area has shrubs and areas with plants (flowers, herbs, perennials) that are safe for children to explore.</li> </ul> |
|     |    |     | O-7  | There is a covered area for winter use and for shade in the summer   |
|     |    |     | O-8  | There is a firm, level surface for push and riding toys.   |
|     |    |     | O-9  | There is a storage shed for outdoor play equipment.  |
|     |    |     | O-10 | There is a sand box/sand area, at least 6 ft. by 8 ft., with an easy to use cover.   |
|     |    |     | O-11 | There is a source of drinking water.   |
|     |    |     | O-12 | The playground has ASTM tiles or pour-in-place cushioning for existing climbers/swings/slides in outdoor play areas.   |
|     |    |     | O-13 | There is an <i>easily</i> supervised playhouse or building for dramatic play.  |
|     |    |     | O-14 | OPTIONAL: outdoor musical instruments/features   |

| Yes | No | N/A | Code | <b>Outdoors – Preschool and School-Age area</b>  |
|-----|----|-----|------|--|
|     |    |     | O-14 | The outdoor play area allows children to interact with nature.   |
|     |    |     | O-15 | <ul style="list-style-type: none"> <li>The play area has a grass area with a sprinkling system.</li> </ul>   |
|     |    |     | O-16 | <ul style="list-style-type: none"> <li>The play area has several trees.</li> </ul>   |
|     |    |     | O-17 | <ul style="list-style-type: none"> <li>The play area has shrubs and areas with plants (flowers, herbs, perennials, etc.) that are safe for children to explore.</li> </ul> |
|     |    |     | O-18 | There is a large sand play area, at least 10 by 10 feet, that is not located in a fall zone of gross motor equipment.  |
|     |    |     | O-19 | There is a safe source of water to be used in, and is close to, the sand play area.  |
|     |    |     | O-20 | There is a drinking fountain for the children.   |
|     |    |     | O-21 | There is a covered area for winter use and for shade in the summer.  |
|     |    |     | O-22 | There is a firm, level surface for tricycles and other riding toys.  |
|     |    |     | O-23 | There is a storage shed for outdoor play equipment.  |
|     |    |     | O-24 | There is an <i>easily</i> supervised playhouse or building for dramatic play.  |
|     |    |     | O-25 | OPTIONAL: outdoor musical instruments/features   |

**HEALTH AND SAFETY SECTION:**

List and describe any health or safety problems (that are not listed above) within this classroom that you plan to correct with these grant funds. The cost of any project listed below must be less than \$2000.00.

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

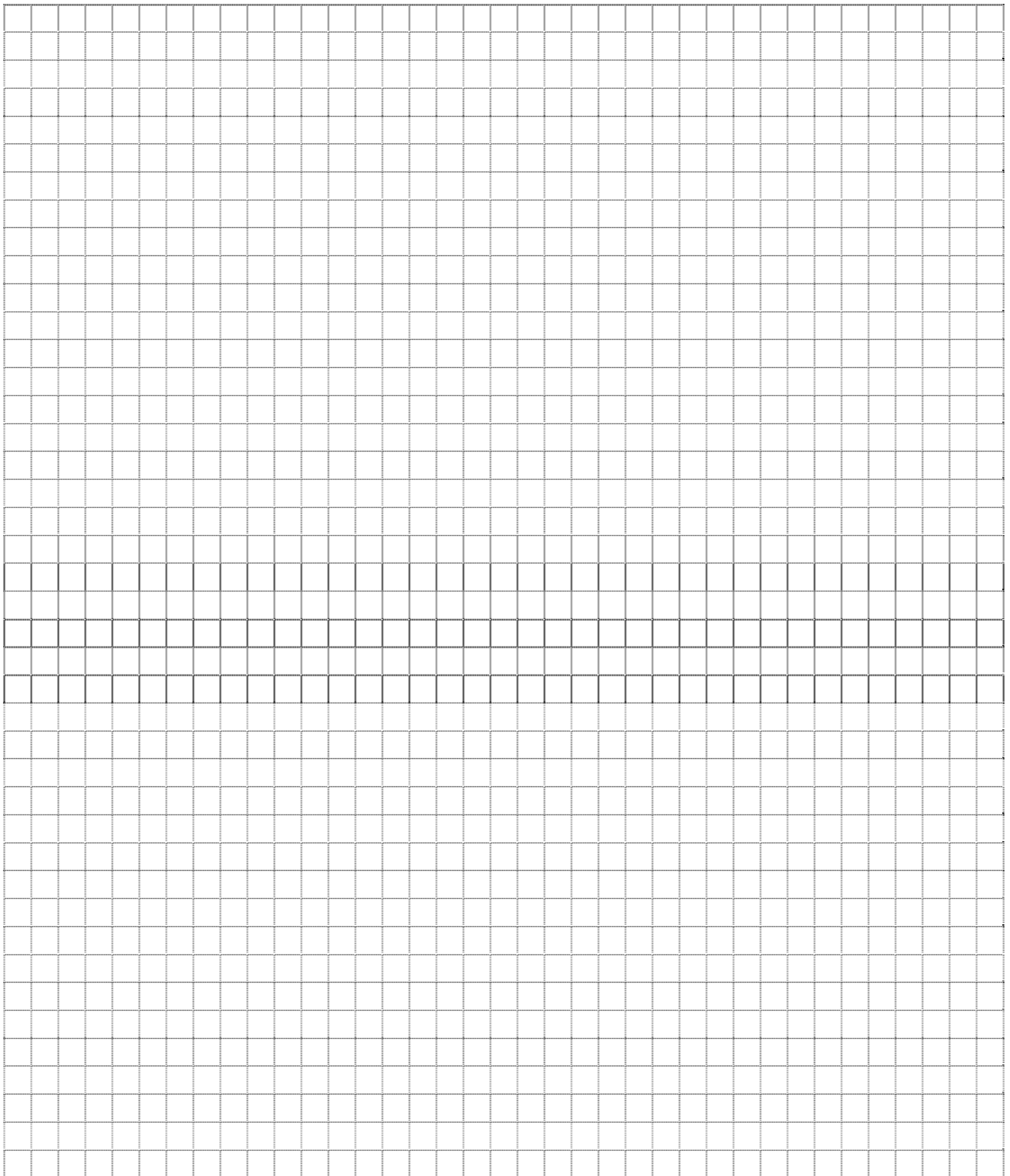
**SPECIAL PROJECTS SECTION:**

Centers that have answered yes or N/A to **ALL** of the items listed in the classroom and outdoor play area checklists, AND HAVE NO SAFETY HAZARDS THAT STILL NEED TO BE REMEDIED, are eligible for the following:

| Yes | No | N/A |  |
|-----|----|-----|--|
|     |    |     | Install bathrooms within or adjacent to each classroom for easy access and supervision.  |
|     |    |     | Replace kitchen and/or bathroom counters that are in poor repair and present a health hazard (now or in the near future). Pedestal sinks can be installed rather than replacing countertops.   |
|     |    |     | Replace small kitchen appliances under \$5000.00 (microwave, ovens, etc.) that are no longer in good operating condition. Purchases must meet local Health Department regulations (commercial refrigerators, NSF/ANSI rated ovens, etc.)   |
|     |    |     | Purchase or replace a poorly operating washer and/or dryer. (Grant funding is limited to \$750.00 per machine)   |
|     |    |     | Install adequate ASTM cushioning in the fall/use zones for existing climbing equipment/slides/swings. Sand may be replaced with tiles, engineered fiber or other Licensing approved material. If you already have engineered fiber/wood chips, you can replenish it but the grant can't replace it with ASTM tile. |
|     |    |     | Install a security system for the main entrance door.  |

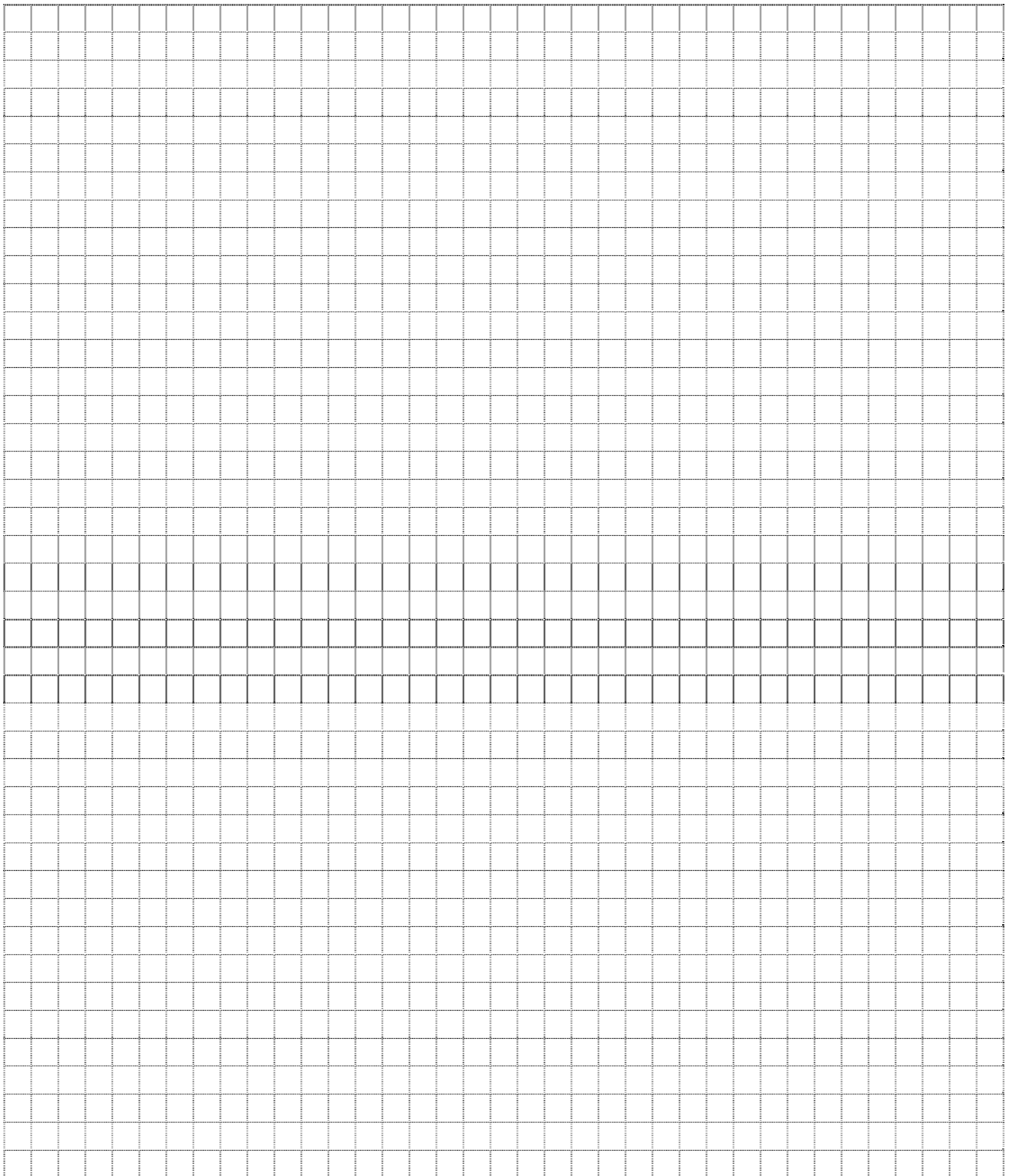
**Form B**  
**Diagram of Classroom/Area as it is now (each square equals \_\_ foot)**

Center Name \_\_\_\_\_ Room/Area: \_\_\_\_\_



**Form C**  
**Diagram of Classroom/Area as it will be (each square equals \_\_ foot)**

Center Name \_\_\_\_\_ Room/Area: \_\_\_\_\_



# **Form D** **Remodeling Plan & Budget**

Center Name: \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_

| Code** | Project and Rationale | Detailed Description | Vendor/s       | Cost | Grant Request |
|--------|-----------------------|----------------------|----------------|------|---------------|
|        |                       |                      | Chosen Vendor: |      |               |
|        |                       |                      | Second Bid:    |      |               |
|        |                       |                      | Chosen Vendor: |      |               |
|        |                       |                      | Second Bid:    |      |               |
|        |                       |                      | Chosen Vendor: |      |               |
|        |                       |                      | Second Bid:    |      |               |

\*\* Enter code from Form A. If there isn't a code for the project, the project cannot be funded. The code for Health & Safety projects is H/S.

# **Form D** **Remodeling Plan & Budget**

Center Name: Sample Center Page      of     

| Code** | Project and Rationale                                  | Detailed Description   | Vendor/s                          | Cost      | Grant Request |
|--------|--|--|-----------------------------------|-----------|---------------|
| PS-2   | There are no sinks in the Tigers room for handwashing. | The contractor will install two sinks on the east wall of the room. There are sinks on the other side of the wall, so it will be easy to pull the plumbing through the wall. A mixer valve will be installed to ensure safe temperatures. The countertops will be 25 inches high and are formica. The sinks are stainless steel. | Chosen Vendor:<br>123 Contracting | \$1000.00 | \$1000.00     |
|        |  |  | Second Bid:<br>ABC Contracting    | \$1200.00 |               |
|        |  |  | Chosen Vendor:                    |           |               |
|        |  |  | Second Bid:                       |           |               |
|        |  |  | Chosen Vendor:                    |           |               |
|        |  |  | Second Bid:                       |           |               |

\*\* Enter code from Form A, Environmental Survey. If there isn't a code for the project, the project cannot be funded.



## Form E

### Materials & Equipment Inventory List for 8 Infants

Center Name: \_\_\_\_\_ Classroom Name: \_\_\_\_\_

When inventorying equipment/materials, only include items that are not broken and have all of their pieces. Also, children cannot have access to any items less than 1 1/4 inches in diameter and 2 1/2 inches long. List the number of items you currently have on each line.

#### Indoor Furniture & Equipment

- \_\_\_\_\_ Required: 2 high chairs or 2 individual child size feeding chairs with trays
- \_\_\_\_\_ Required: 6 commercial cribs with solid ends OR double-decker cribs
- \_\_\_\_\_ 2 evacuation cribs
- \_\_\_\_\_ A sheet and blanket for each crib
- \_\_\_\_\_ Required: A commercial grade-diapering table with an impermeable mat (no wall mounted units may be purchased)
- \_\_\_\_\_ Required: Diaper disposal container with a hands-free tight-fitting lid
- \_\_\_\_\_ Required: 3 – 4 low (24" or less) shelf units or dividers to create at least three protected and/or defined areas. Rooms for 4 children may only have room for two shelves. (*double sided shelves count as two shelves*)
- \_\_\_\_\_ A cubby or storage unit for each child
- \_\_\_\_\_ An infant sized table and 4 chairs if any children are one year olds
- \_\_\_\_\_ 1 bouncing chair or other comfortable seat (not bumbo seats)
- \_\_\_\_\_ 2 boppies (C-shaped pillows) with machine washable covers
- \_\_\_\_\_ A cozy area that can accommodate 2 children, with a combination of: washable fabric cushions, rugs, mats, etc.
- \_\_\_\_\_ Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)
- \_\_\_\_\_ Wall display materials (at least 15 pictures, posters, etc.)
- \_\_\_\_\_ 2 mobiles or other hanging displays
- \_\_\_\_\_ An adult sized glider chair
- \_\_\_\_\_ Unbreakable mirror
- Optional:*
- \_\_\_\_\_ A baby carrier / sling for each caregiver in the room

#### Storage Containers

- \_\_\_\_\_ Enough bins, baskets, or other containers to store and display materials

#### Language & Literacy Materials

- \_\_\_\_\_ 24 vinyl, cloth and/or board books that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
- \_\_\_\_\_ 8 machine washable puppets

#### Manipulatives

- \_\_\_\_\_ 20 rattles, grasping toys or manipulatives appropriate for infants up to 6 months of age
- \_\_\_\_\_ 20 small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for children 6 – 12 months of age (busy boxes, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, etc.)
- \_\_\_\_\_ 2 discovery centers with hanging items for infants to look at and reach for
- \_\_\_\_\_ 20 small soft (cloth or vinyl) blocks

**Dramatic Play Materials**

- \_\_\_\_\_ 6 washable dolls with varying skin tones
- \_\_\_\_\_ 8 doll accessories (clothes, bottles, blankets)
- \_\_\_\_\_ 10 pieces of play food
- \_\_\_\_\_ 8 play dishes (pots/pans, etc.)
- \_\_\_\_\_ 4 machine washable stuffed animals
- \_\_\_\_\_ 4 play telephones that resemble modern phones
- \_\_\_\_\_ 4 hats

**Music & Movement Materials**

- \_\_\_\_\_ A CD player
- \_\_\_\_\_ 12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- \_\_\_\_\_ 12 musical / rhythm toys (shakers, rattles, toys with chimes in them, play pianos, etc.)

**Science & Nature Play Materials**

- \_\_\_\_\_ A home/container for a licensing approved classroom pet (fish aquarium, bird feeder, etc.)
- \_\_\_\_\_ Commercial stroller that seats four to six children for nature walks
- \_\_\_\_\_ 6 books that represent nature realistically
- \_\_\_\_\_ 12 pictures that represent nature realistically

**Sensory Play Materials**

- \_\_\_\_\_ 4 individual sensory containers for sensory play, such as individual supervised water play
- \_\_\_\_\_ 8 containers to fill and dump sensory materials
- \_\_\_\_\_ An absorbent mat to put under messy sensory play materials
- \_\_\_\_\_ 8 toys with different textures (feely balls, texture pillows, textured floor mats, etc.)
- \_\_\_\_\_ 8 toys to use for water play (cups, floating and sinking toys, etc.)

**Active Physical Play Equipment (Indoor & Outdoor)**

- \_\_\_\_\_ Soft *corner* climbing unit no higher than 18 inches, surrounded by a 3-foot use area covered in a soft surface
- \_\_\_\_\_ A crawling tunnel (the Crawl and *Climb* Caterpillar is NOT an allowed purchase since it is a climber)
- \_\_\_\_\_ A wall-mounted pull-up bar or other piece of equipment infants can pull themselves up on
- \_\_\_\_\_ Outdoor pad or blanket
- \_\_\_\_\_ 2 crib gyms
- \_\_\_\_\_ 6 small push toys (push along trucks, wheeled toys, etc.)
- \_\_\_\_\_ 6 balls of different sizes and textures

**Materials to Promote the Acceptance of Diversity**

- \_\_\_\_\_ 5 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 pictures showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 dolls/people figures showing diversity in the following areas: race / culture, age and ability,
- \_\_\_\_\_ 3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability,

**Professional Resource Materials**

- \_\_\_\_\_ 2 Resource books for caregivers on infant/toddler development
- \_\_\_\_\_ 2 Resource books for caregivers on quality infant/toddler programming
- \_\_\_\_\_ 2 Resource books for caregivers on age appropriate activities to do with infants and toddlers

## Form E

### Materials & Equipment Inventory List for a group of 8 Toddlers

Center Name: \_\_\_\_\_ Classroom Name: \_\_\_\_\_

When inventorying materials/equipment, only include items that are not broken and have all of their pieces. Also, toddlers cannot have access to any items less than 1 1/4 inches in diameter and 2 1/2 inches long. List the number of items you currently have on each line.

#### Indoor Furniture & Equipment

- \_\_\_\_\_ Required: 3 – 4 low (24" or less) shelf units or dividers to create at least three protected and/or defined areas, as the size of the room allows (*double sided shelves count as two shelves*)
- \_\_\_\_\_ Required: A commercial grade-diapering table with an impermeable mat (no wall mounted units may be purchased)
- \_\_\_\_\_ Required: Diaper disposal container with a hands-free tight-fitting lid
- \_\_\_\_\_ Required: A chair for each child that allows his/her feet to touch the floor (see Appendix B for size)
- \_\_\_\_\_ Required: Enough tables to allow all the children to sit down at once so their elbows can rest on the table and their knees fit underneath (see Appendix B for size)
- \_\_\_\_\_ Diaper disposal container with hands'-free tight-fitting lid
- \_\_\_\_\_ 8 toddler sized cots or mats or commercial cribs with solid ends and drop-sides
- \_\_\_\_\_ A sheet and blanket for each crib
- \_\_\_\_\_ A cubby or storage unit for each child
- \_\_\_\_\_ A no-climb book shelf or hangar that displays book with their covers showing
- \_\_\_\_\_ A cozy area that can accommodate 2 - 3 children, with a combination of: washable fabric cushions, rugs, mats, etc.
- \_\_\_\_\_ Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)
- \_\_\_\_\_ Wall display materials (at least 15 pictures, posters, etc.)
- \_\_\_\_\_ 2 mobiles or other hanging displays
- \_\_\_\_\_ An adult sized glider chair
- \_\_\_\_\_ A comfortable chair for caregivers when they sit at the table with the children

#### Storage Containers

- \_\_\_\_\_ Enough bins, baskets, or other containers to store and display materials

#### Language & Literacy Materials

- \_\_\_\_\_ 24 vinyl, cloth and/or board books that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
- \_\_\_\_\_ 8 machine washable puppets

#### Manipulatives

- \_\_\_\_\_ 20 small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for toddlers (busy boxes, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, simple puzzles, activity boxes, etc.)
- \_\_\_\_\_ duplicates of popular toys

#### Dramatic Play Materials

- \_\_\_\_\_ 8 washable dolls with varying skin tones
- \_\_\_\_\_ 8 doll accessories (clothes, bottles, blankets)
- \_\_\_\_\_ 2 pieces doll furniture (bed, stroller, tc.)
- \_\_\_\_\_ 4 machine washable stuffed animals
- \_\_\_\_\_ 20 pieces of play food, some from other cultures

- \_\_\_\_\_ 8 play dishes (pots/pans, etc.)
- \_\_\_\_\_ Up to 3 pieces of toddler-sized play furniture (stove/oven, sink, cupboard, table & chairs, etc.)
- \_\_\_\_\_ 4 play telephones that resemble modern phones
- \_\_\_\_\_ 12 dress-up items (clothes, hats, shoes, purses, etc.)
- \_\_\_\_\_ 3 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)
- \_\_\_\_\_ Unbreakable mirror

### **Music & Movement Materials**

- \_\_\_\_\_ A CD player
- \_\_\_\_\_ 12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- \_\_\_\_\_ 12 musical / rhythm toys and instruments (shakers, play pianos, etc.)

### **Science & Nature Play Materials**

- \_\_\_\_\_ A home/container for a licensing approved classroom pet (fish aquarium, bird feeder, etc.)
- \_\_\_\_\_ Commercial stroller that seats four to six children for nature walks
- \_\_\_\_\_ 6 books that represent nature realistically
- \_\_\_\_\_ 12 pictures that represent nature realistically

### **Sensory Play Materials**

- \_\_\_\_\_ 4 individual sensory containers for sensory play, such as individual supervised water play OR toddler-height water/sensory table
- \_\_\_\_\_ 8 containers to fill and dump sensory materials
- \_\_\_\_\_ 16 toys to use for water play (cups, floating and sinking toys, etc.)
- \_\_\_\_\_ An absorbent mat to put under messy sensory play materials

### **Active Physical Play Equipment (Indoor & Outdoor)**

- \_\_\_\_\_ Soft *corner* climbing unit less than 18 inches high, surrounded by a 3-foot use area covered in a soft surface
- \_\_\_\_\_ A wooden stair, ramp and/or slide unit made specifically for toddlers with platforms less than 18 inches high, surrounded by a 3-foot use area/zone covered in a soft surface. (No more than \$2000.00 of grant funds can be used to purchase a play unit)
- \_\_\_\_\_ 1 - 2 crawling tunnels (the Crawl and *Climb* Caterpillar is NOT an allowed purchase since it is a climber)
- \_\_\_\_\_ 4 riding toys
- \_\_\_\_\_ 2 rocking toys
- \_\_\_\_\_ 4 small push toys (push along trucks, wheeled toys, etc.)
- \_\_\_\_\_ 6 balls of different sizes and textures

### **Materials to Promote the Acceptance of Diversity**

- \_\_\_\_\_ 5 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 pictures showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 dolls/people figures showing diversity in the following areas: race / culture, age and ability,
- \_\_\_\_\_ 3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability,

### **Professional Resource Materials**

- \_\_\_\_\_ 2 Resource books for caregivers on infant/toddler development
- \_\_\_\_\_ 2 Resource books for caregivers on quality infant/toddler programming
- \_\_\_\_\_ 2 Resource books for caregivers on age appropriate activities to do with infants and toddlers

## Form E

### Materials and Equipment Inventory List for 7 or 14 Two-Year Olds

Center Name: \_\_\_\_\_ Classroom Name: \_\_\_\_\_ Room Capacity \_\_\_\_\_

When inventorying equipment and materials, only include items that are not broken and have all of their pieces. Also, children cannot have access to any items less than 1 1/4 inches in diameter and 2 1/2 inches long. List the number of items you currently have on each line. Where appropriate two quantity numbers are listed for the item. The first is for a group of 7 children; the second is for a group of 14 children.

#### Indoor Furniture & Equipment

- \_\_\_\_\_ **Required: A sturdy commercial diapering table**
- \_\_\_\_\_ **Required: A chair for each child in the group, sized so feet touch the floor easily (See Appendix B for size)**
- \_\_\_\_\_ **Required: Enough tables to allow all the children to sit comfortably at once so their elbows can rest on the table and knees fit under (See Appendix B for size)**
- \_\_\_\_\_ **Required: 4 low (24" or less) shelf units or dividers to create at least three defined learning centers (double sided shelves count as two shelves)**
- \_\_\_\_\_ Diaper disposal container with foot operated tight fitting lid
- \_\_\_\_\_ Steps or stool for the sink
- \_\_\_\_\_ Book storage that is accessible to children
- \_\_\_\_\_ A mat or cot for each child
- \_\_\_\_\_ A sheet for each mat or cot
- \_\_\_\_\_ Storage for mats or cots (if applicable)
- \_\_\_\_\_ A cubby or storage unit for each child
- \_\_\_\_\_ A cozy area that can accommodate 2-3 children, with a combination of: easily cleanable upholstered furniture, cushions, rugs, large pillows, beanbag chairs, etc.

#### *Optional:*

- \_\_\_\_\_ Wall display equipment (Plexiglas picture holders, mirrors, etc.)
- \_\_\_\_\_ Wall display materials (pictures, posters, etc. that depict a variety of cultures, ethnicities, ages, abilities and genders in non-stereo-typical roles)

#### Storage Containers

- \_\_\_\_\_ Enough bins, baskets, or other containers to store & display separated materials in each learning center **(Toy boxes may not be purchased with grant funds)**

#### Language & Literacy Materials

- \_\_\_\_\_ 24/30 age appropriate books, including factual and fantasy books that show people of different races, cultures, ages, abilities and genders in non-stereotypical roles.
- \_\_\_\_\_ 10/14 people and animal puppets
- \_\_\_\_\_ 7/14 small individual writing boards or one large one (white board for markers, chalkboard,)

#### Manipulative / Cognitive/ Early Math Materials

- \_\_\_\_\_ 16/20 wooden puzzles with and without knobs
- \_\_\_\_\_ 2 different 100 piece sets of large construction toys (duplos, bristle blocks, etc.)
- \_\_\_\_\_ 24 fine motor toys of varying type, color, size, shape, and texture (shape sorters, pop beads, stacking/nesting toys, pull apart toys, fill and dump games, large stringing bead sets, pegboards with chunky pegs, pounding or hammering toys, hidden object toys, simple sort or match toys, etc.)

- \_\_\_\_\_ 2 sets of materials to support awareness of numbers (magnetic numbers, puzzles etc.)
- \_\_\_\_\_ 2 sets of materials to support awareness of shapes (large parquet tiles, shape puzzles, etc)

### **Block Play Materials**

- \_\_\_\_\_ A set of at least 30 medium or large blocks
- \_\_\_\_\_ A set of at least 40 small blocks
- \_\_\_\_\_ 12 vehicles of various types and sizes (cars, trucks, boats, planes, etc.)
- \_\_\_\_\_ 15 people figures, including children and adults with varying skin tones
- \_\_\_\_\_ 15 or more animal figures (farm, zoo, ocean dinosaur, etc.)
- \_\_\_\_\_ 3/5 construction/hard hats

#### *Optional:*

- \_\_\_\_\_ A block play mat or rug

### **Music & Movement Materials**

- \_\_\_\_\_ A CD player
- \_\_\_\_\_ 12 music CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- \_\_\_\_\_ 14/20 musical/rhythm instruments and musical toys
- \_\_\_\_\_ 14/20 movement to music props (streamers, scarves, etc.)

### **Art Materials**

- \_\_\_\_\_ 7/14 paintbrushes of varying sizes and types
- \_\_\_\_\_ 7 paint containers
- \_\_\_\_\_ A variety of painting tools (sponges, rollers, etc.)
- \_\_\_\_\_ 7/14 paint smocks
- \_\_\_\_\_ 14 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)

#### *Optional*

- \_\_\_\_\_ 2 toddler height paint easels
- \_\_\_\_\_ A drying rack

### **Dramatic Play Materials**

- \_\_\_\_\_ Up to 4 pieces of toddler-sized play furniture (refrigerator, stove/oven, sink, table & chairs, etc.)
- \_\_\_\_\_ 30 pieces of plastic/play food and grocery/food boxes/bottles with word labels
- \_\_\_\_\_ A set of play dishes (plates, cups, pots/pans, mixing bowls, cooking/baking dishes, spatula, etc.)
- \_\_\_\_\_ 4 play telephones
- \_\_\_\_\_ 2 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)
- \_\_\_\_\_ 10 machine washable soft toys including both dolls and stuffed animals
- \_\_\_\_\_ 4 dolls with varying skin colors
- \_\_\_\_\_ 8 doll accessories (clothes, bottles, blankets)
- \_\_\_\_\_ 2 pieces doll furniture (sturdy doll bed, high chair, stroller or carriage, etc.)
- \_\_\_\_\_ 14/20 dress-up items (clothes, hats, shoes, purses, wallets, etc.) for both girls and boys

#### *Optional*

- \_\_\_\_\_ A coat/clothing rack to hang dress-up clothes on
- \_\_\_\_\_ Community Helper hats and dress up clothes
- \_\_\_\_\_ A shopping cart or basket and related items for playing store
- \_\_\_\_\_ An unbreakable mirror large enough for the children to see themselves

## Science & Nature Play Materials

- \_\_\_\_\_ 3/5 sets of exploration toys (magnifying glasses, large magnets, color paddles, etc.)
- \_\_\_\_\_ 4 nature puzzles or activity sets
- \_\_\_\_\_ A licensing approved classroom pet (fish aquarium, hamsters, etc.) and its home container
- \_\_\_\_\_ 2 – 3 periodic living animal projects (hatching eggs, butterfly hatching kit, ant farm, bird feeder, etc.)
- \_\_\_\_\_ 6/9 books that represent nature realistically
- \_\_\_\_\_ 12 pictures that represent nature realistically

## Sensory Play Materials

- \_\_\_\_\_ A sensory table or large plastic sensory bin
- \_\_\_\_\_ Materials to fill the sensory table/bin, periodically rotated (sand, water, birdseed, etc.)
- \_\_\_\_\_ 14/20 accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
- \_\_\_\_\_ 7 waterproof smocks
- \_\_\_\_\_ A non-skid water absorbent mat

## Active Physical Play Equipment (Indoor & Outdoor)

### Essential Items

- \_\_\_\_\_ 4/7 riding toys with and without pedals
- \_\_\_\_\_ 2/4 wagons
- \_\_\_\_\_ 5/10 balls of various sizes
- \_\_\_\_\_ 12/20 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
- \_\_\_\_\_ 5 pieces of portable large motor equipment (crawl through tunnel, bean bags, small basketball hoop and basketballs, slide, tumbling mats, etc.) \*
- \_\_\_\_\_ Soft climber for indoor use with appropriate cushioning (not higher than 18 inches with a soft surface in a three foot use zone)

## Materials to Promote the Acceptance of Diversity

- \_\_\_\_\_ 5 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 pictures showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 dolls/people figures showing diversity in the following areas: race / culture, age and ability,
- \_\_\_\_\_ 3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability,

## Professional Resource Materials

- \_\_\_\_\_ 2 Resource books for caregivers on toddler/two year old development
- \_\_\_\_\_ 2 Resource books for caregivers on quality toddler/two year old programming
- \_\_\_\_\_ 2 Resource books for caregivers on age appropriate activities to do with toddler/two year olds

\* The Crawl and *Climb* Caterpillar is NOT an allowed purchase since it is also a climber.

## Form E

### Materials & Equipment Inventory List for 15 Preschoolers or Kindergarteners

Center Name: \_\_\_\_\_ Classroom Name: \_\_\_\_\_ Room Capacity \_\_\_\_\_

When inventorying equipment and materials, write the number of materials available on each line. Only include items that are not broken and have all of their pieces. List the number of items you currently have on each line.

#### Indoor Furniture & Equipment

- \_\_\_\_\_ Required : A chair for each child in the group, sized so feet touch the floor easily (see Appendix B for size)
- \_\_\_\_\_ Required: Enough tables to allow all the children to sit at once with their elbows resting on the table and knees comfortable underneath (see Appendix B for size)
- \_\_\_\_\_ Required: 6 low (32" or less) shelf units or dividers to create at least four defined learning centers (*double sided shelves count as two shelves*)
- \_\_\_\_\_ Book shelf that displays books with the covers showing
- \_\_\_\_\_ A mat or cot for each child
- \_\_\_\_\_ A sheet and blanket for each mat or cot
- \_\_\_\_\_ Storage for mats or cots (if applicable)
- \_\_\_\_\_ A cubby or storage unit for each child
- \_\_\_\_\_ A cozy area that can accommodate 4 children, with a combination of: easily cleanable soft upholstered furniture, cushions, rugs, large pillows, bean bag chairs, etc.
- \_\_\_\_\_ Wall display equipment at child's eye level (bulletin boards, bulletin board strips, Plexiglas picture holders, mirrors, etc.)
- \_\_\_\_\_ Wall display materials (pictures, posters, etc.)

#### Storage Containers

- \_\_\_\_\_ Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center

#### Language & Literacy Materials

- \_\_\_\_\_ 40 age-appropriate good quality books, including factual and fantasy books
- \_\_\_\_\_ 4 sets of hands-on alphabet play materials (magnetic letters, letter/alphabet puzzles, alphabet stencils, letter stamps, etc.)
- \_\_\_\_\_ A flannel board & story figures for 8 stories
- \_\_\_\_\_ 20 hand or finger puppets
- \_\_\_\_\_ 2 resource books on language development for caregiver use
- Optional:
  - \_\_\_\_\_ 4 - 8 story books on tape/CD
  - \_\_\_\_\_ 2 tape/CD players for children's use
  - \_\_\_\_\_ 6 headphone sets
  - \_\_\_\_\_ A puppet stage
  - \_\_\_\_\_ 2 play microphones

#### Writing Materials

- \_\_\_\_\_ 8 small individual writing boards (chalkboards, whiteboards, etc.)
- \_\_\_\_\_ Notebooks / journals for each child



### **Manipulatives / Early Math Materials**

- \_\_\_\_\_ 16 fine motor manipulative sets (linking people, stringing bead sets, pegboards with pegs, nuts & bolts, etc.)
- \_\_\_\_\_ 15 wooden puzzles in varying degrees of difficulty
- \_\_\_\_\_ 6 large floor puzzles
- \_\_\_\_\_ 5 sets of small construction toys with at least 150 pieces each (legos, Lincoln logs, tinker toys, bristle blocks, etc.)
- \_\_\_\_\_ 8 table games (Chutes & Ladders, Memory, Candy Land, etc.)
- \_\_\_\_\_ 2 sets of materials for recognizing written numbers (number puzzles, magnetic numbers, etc.)
- \_\_\_\_\_ 2 sets of materials for counting & comparing quantities (counting bears, felt counting objects, dominos, abacus, etc.)
- \_\_\_\_\_ 2 sets of materials for measuring (measuring cups, measuring spoons, scales, rulers, etc.)
- \_\_\_\_\_ 2 sets of materials for recognizing shapes (parquetry tiles, felt shapes, shape puzzles, geo boards, etc.)
- \_\_\_\_\_ 1 – 2 resource books on the development of early math skills for caregiver use

### **Block Play Materials**

- \_\_\_\_\_ A set of at least 180 - 200 unit blocks
- \_\_\_\_\_ A set of at least 20 large hollow unit blocks
- \_\_\_\_\_ 20 small vehicles (cars, trucks, boats, planes, etc.)
- \_\_\_\_\_ 15 people figures, including children and adults
- \_\_\_\_\_ 15 – 25 animal figures of at least 2 different types (farm, zoo, ocean dinosaur, etc.)
- \_\_\_\_\_ 1 – 2 resource books on the use of blocks in the classroom for caregiver use

#### *Optional:*

- \_\_\_\_\_ A 40 piece snap together road/train set
- \_\_\_\_\_ A block play mat or rug
- \_\_\_\_\_ 10 traffic/road signs
- \_\_\_\_\_ 4 construction/hard hats

### **Dramatic Play Materials**

- \_\_\_\_\_ 4 pieces of child-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, table & chairs set etc.)
- \_\_\_\_\_ 30 pieces of plastic/play food and grocery/food boxes/bottles with word labels (cereal box, orange juice bottle, etc.)
- \_\_\_\_\_ 30 play dishes (plates, cups, pots/pans, (pots/pans, mixing bowls, cooking/baking dishes, spatula, large spoons, strainer, etc.)
- \_\_\_\_\_ 4 play telephones
- \_\_\_\_\_ 6- 8 washable soft toys (dolls, stuffed animals, etc.)
- \_\_\_\_\_ 6 dolls with varying skin colors
- \_\_\_\_\_ 12 doll accessories (clothes, bottles, blankets)
- \_\_\_\_\_ 3 pieces doll furniture (bed, high chair, stroller or carriage, etc.)
- \_\_\_\_\_ 15 dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for both girls and boys including at least 5 different types
- \_\_\_\_\_ 10 rotating dramatic play theme prop boxes with occupation dress-up clothes and related props (camping, restaurant, grocery store, fire-fighting, veterinarian, doctor's office, etc.)
- \_\_\_\_\_ 3 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)
- \_\_\_\_\_ 1 – 2 resource books on the value of dramatic play for caregiver use

#### *Optional:*

- \_\_\_\_\_ 4 housekeeping items (broom and dustpan, vacuum, ironing board and iron)
- \_\_\_\_\_ A coat/clothing rack to hang dress-up clothes on

### **Music & Movement Materials**

- \_\_\_\_\_ A CD player
- \_\_\_\_\_ 12 music CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
- \_\_\_\_\_ 18 musical/rhythm instruments
- \_\_\_\_\_ 20 movement to music props (streamers, scarves, etc.)
- \_\_\_\_\_ 1 – 2 resource books on developmentally appropriate music activities for caregiver use

### **Art Materials**

- \_\_\_\_\_ 20 paintbrushes of varying types and sizes
- \_\_\_\_\_ 16 paint containers
- \_\_\_\_\_ 16 paint sponges
- \_\_\_\_\_ 2 paint easels
- \_\_\_\_\_ 10 paint smocks
- \_\_\_\_\_ A drying rack
- \_\_\_\_\_ 15 pair of safety scissors
- \_\_\_\_\_ 30 - 40 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
- \_\_\_\_\_ 1 – 2 resource books on developmentally appropriate music activities for caregiver use
- \_\_\_\_\_ 24 stamps with stamp pads
- \_\_\_\_\_ A set of 12 woodworking tools with safety glasses

### **Science & Nature Play Materials**

- \_\_\_\_\_ 3 nature collections (rocks, leaves, shells, etc.)
- \_\_\_\_\_ 5 - 10 nature exploration sets including at least 3 different types (magnifying glasses, scales, magnets & metal items, life cycle materials, binoculars, etc.)
- \_\_\_\_\_ 10 picture books that represent nature realistically
- \_\_\_\_\_ 12 pictures that represent nature realistically
- \_\_\_\_\_ 4 nature sequencing card/picture sets, puzzles or activity sets
- \_\_\_\_\_ A licensing approved classroom pet (fish aquarium, hamsters, etc.) and its home container
- \_\_\_\_\_ 2 – 3 periodic living animal projects (hatching eggs, butterfly hatching kit, ant farm, bird feeder, etc.)

### **Sensory Play Materials**

- \_\_\_\_\_ A sensory table or large plastic sensory bin
- \_\_\_\_\_ 28 accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
- \_\_\_\_\_ Absorbent mat to put under messy sensory play materials
- \_\_\_\_\_ 6 waterproof smocks

### **Active Physical Play Equipment (Indoor & Outdoor)**

- \_\_\_\_\_ 8 tricycles
- \_\_\_\_\_ 8 bike helmets
- \_\_\_\_\_ 2 wagons
- \_\_\_\_\_ 10 bouncing balls of various sizes
- \_\_\_\_\_ 36 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
- \_\_\_\_\_ 10 pieces of portable large motor equipment (balance beam, tumbling mats, parachute, bean bags, small basketball hoop and basketballs, crawl-through tunnels, etc.) \*

**Materials to Promote the Acceptance of Diversity**

- \_\_\_\_\_ 5 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 pictures showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 dolls/people figures showing diversity in the following areas: race / culture, age and ability,
- \_\_\_\_\_ 3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability,

**Professional Resource Materials**

- \_\_\_\_\_ 2 Resource books for caregivers on preschool development
- \_\_\_\_\_ 2 Resource books for caregivers on quality preschool programming
- \_\_\_\_\_ 2 Resource books for caregivers on age appropriate activities to do with preschoolers

\* The Crawl and *Climb* Caterpillar is NOT an allowed purchase since it is also a climber.

## Form E

### Materials & Equipment Inventory List for 20 School Age Children

Center Name: \_\_\_\_\_ Classroom Name: \_\_\_\_\_ Room Capacity \_\_\_\_\_

When inventorying equipment and materials, write the number of materials available on each line. Only include items that are not broken and have all of their pieces. List the number of items you currently have on each line.

#### Indoor Furniture & Equipment

- \_\_\_\_\_ Required: A chair for each child in the group, sized to allow their feet to touch the floor easily (See Appendix B for size)
- \_\_\_\_\_ Required: Enough tables (at least two) to allow all the children to sit at once so their elbows can rest on the table and knees fit under (See Appendix B for size)
- \_\_\_\_\_ Required: 4 - 6 shelf units or dividers (48" tall or less) to create at least three protected and/or defined learning centers, unless different centers are located in different rooms OR mobile locking storage cabinets for programs who use shared space. *(double sided shelves count as two shelves)*
- \_\_\_\_\_ 2 – 3 rugs to define play areas
- \_\_\_\_\_ Bookshelf
- \_\_\_\_\_ A cubby, coat hook, or other storage unit for each child's personal belongings
- \_\_\_\_\_ A cozy area that can accommodate 4 children, with a combination of: upholstered furniture, cushions, rugs, large pillows, beanbag chairs, banana chairs, etc.

#### Language & Literacy Materials

- \_\_\_\_\_ 60 age appropriate books, including factual books, chapter books, easy readers, fiction / fantasy, mysteries, how-to books, etc.
- \_\_\_\_\_ 10 language games (Boggle Jr., Scrabble Jr., etc.) with at least 3 age-appropriate games per age group
- \_\_\_\_\_ 8 small individual writing boards (chalkboards, whiteboards, etc.)
- \_\_\_\_\_ Notebooks / journals for each child

#### Homework Materials:

- \_\_\_\_\_ 1 - 2 computers with high speed Internet connection (internet connection to be paid for by the program)
- \_\_\_\_\_ 1 each: atlas, thesaurus and dictionary

#### Manipulative / Math Materials

- \_\_\_\_\_ 4 small motor/design items (Puzzibits, mosaic tiles, Etch-a-Sketch, etc.)
- \_\_\_\_\_ 10 puzzles with varying numbers of pieces
- \_\_\_\_\_ 4 sets of small construction toys with at least 200 pieces each (Legos, Lincoln logs, tinker toys, etc.)
- \_\_\_\_\_ 20 accessories for small construction toys (people figures, wheels, theme pieces such as space or zoo, etc.)
- \_\_\_\_\_ 10 table games (Blokus, Mancala, Flip 4, checkers, Monopoly, Connect Four, etc.)
- \_\_\_\_\_ 6 geometric games (parquetry blocks, geoboards, Tanagrams, etc.)
- Optional:*
- \_\_\_\_\_ 5 yard sticks/rulers
- \_\_\_\_\_ 2 tape measures
- \_\_\_\_\_ 2 stopwatches

### **Block Play Materials**

- \_\_\_\_\_ A set of 200 unit blocks with more complex shapes
- \_\_\_\_\_ A set of 20 specialized shape blocks (arches, "Y"s, etc.)
- \_\_\_\_\_ 15 small vehicles (cars, trucks, boats, planes, trains, etc.)
- \_\_\_\_\_ 15 people figures, including children and adults of varying races, cultures and ages
- \_\_\_\_\_ 15 animal figures (farm, zoo, ocean dinosaur, etc.)
- \_\_\_\_\_ Landscape accessories (trees, volcanoes, buildings, etc.)
- \_\_\_\_\_ 10 traffic/road signs

#### *Optional:*

- \_\_\_\_\_ A 40 piece snap together road/train set

### **Music & Movement Materials**

- \_\_\_\_\_ A CD player or karaoke machine
- \_\_\_\_\_ 12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)

#### *Optional:*

- \_\_\_\_\_ 15 musical/rhythm instruments
- \_\_\_\_\_ 15 movement to music props (streamers, scarves, etc.)
- \_\_\_\_\_ 5 portable tape/CD players with microphones and/or headsets

### **Dramatic Play Materials**

- \_\_\_\_\_ 8 people figures / dolls with varying skin tones
- \_\_\_\_\_ A fantasy play structure or environment (doll house, castle, airport, etc.)
- \_\_\_\_\_ 15 accessories to go with fantasy play structure or environment (figures, furniture, etc.)
- \_\_\_\_\_ 10 hand puppets / marionettes
- \_\_\_\_\_ 10 finger puppets
- \_\_\_\_\_ 10 fabric pieces to make theatrical costumes
- \_\_\_\_\_ 10 rotating dramatic play theme prop boxes with occupation dress-up clothes and related props (house, camping, restaurant, grocery store, fire-fighting, veterinarian, doctor's office, scientist, construction worker, carpenter, etc.)

#### *Optional:*

- \_\_\_\_\_ Dramatic play furniture (kitchen set, etc.)
- \_\_\_\_\_ A puppet stage
- \_\_\_\_\_ Theatre props/scripts

### **Science & Nature Play Materials**

- \_\_\_\_\_ 3 – 6 nature collections children can add materials to (rocks, leaves, shells, etc.)
- \_\_\_\_\_ 10 - 20 books about nature and science
- \_\_\_\_\_ 5 - 10 nature exploration and/or experiment sets including at least 3 different types (magnifying glasses, scales, life cycles, fossils, space, etc.)
- \_\_\_\_\_ 12 pictures/posters that represent nature realistically

#### *Optional:*

- \_\_\_\_\_ A home/container for a licensing/school approved classroom pet (fish aquarium, hamsters, etc.)
- \_\_\_\_\_ Periodic living animal projects (hatching eggs, butterfly hatching kit, ant farm, bird feeder, etc.)
- \_\_\_\_\_ 4 bug catchers
- \_\_\_\_\_ 8 gardening tools

### **Sensory Play Materials (Optional)**

- \_\_\_\_\_ A sensory table or large plastic sensory bin, or a large outdoor sand box
- \_\_\_\_\_ Materials to fill the sensory table/bin, periodically rotated (sand, water, birdseed, etc.)
- \_\_\_\_\_ 30 sand/water toys (water wheels, measuring cups & spoons, sifters, small vehicles such as cars, boats, planes, small shovels, sand molds, bubble blowers, etc.)
- \_\_\_\_\_ A absorbent sheet to put under messy sensory play materials
- \_\_\_\_\_ 4 smocks

### **Art & Craft Materials**

- \_\_\_\_\_ 20 paintbrushes of varying sizes
- \_\_\_\_\_ 2 paint easels
- \_\_\_\_\_ 8 paint smocks
- \_\_\_\_\_ 20 pair of age-appropriate scissors
- \_\_\_\_\_ 12 design scissors and/or shaped paper punchers
- \_\_\_\_\_ 3 Resource books about arts and craft projects (sewing/stitching, weaving, origami, jewelry-making, general crafts, etc.)
- \_\_\_\_\_ 3 design sets (mosaics, car design, spirograph, etc.)
- \_\_\_\_\_ 6 stencil sets
- \_\_\_\_\_ 5 rulers
- \_\_\_\_\_ 1 – 2 drying racks

### **Active Physical Play Equipment (Indoor & Outdoor)**

- \_\_\_\_\_ 36 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
- \_\_\_\_\_ 10 - 20 bouncing balls of various sizes
- \_\_\_\_\_ 20 - 40 additional pieces of portable large motor equipment of at least 5 types (hop scotch, scooters and helmets, hula hoops, croquet sets, miniature golf sets, footballs and flags, basketball hoop and basketballs, soccer balls and nets, balance beam or domes, tumbling mats, parachute, jump ropes, etc.)

#### *Optional:*

- \_\_\_\_\_ Tumbling mats
- \_\_\_\_\_ Shed to store outdoor materials

### **Storage Containers**

- \_\_\_\_\_ Enough bins, baskets, or other containers (labeled with words and pictures) to store, organize & display materials from each learning center

### **Materials to Promote the Acceptance of Diversity**

- \_\_\_\_\_ 10 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 pictures showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
- \_\_\_\_\_ 5 dolls/people figures showing diversity in the following areas: race / culture, age and ability,
- \_\_\_\_\_ 3 other materials such as play food, puppets, fabrics, or music showing diversity in the following areas: race, culture, age, ability,

### **Professional Resource Materials**

- \_\_\_\_\_ 2 Resource books for caregivers on child development
- \_\_\_\_\_ 2 Resource books for caregivers on quality school-age programming
- \_\_\_\_\_ 4 Resource books for caregivers on age appropriate activities to do with school age children

## Form F

### Equipment and Materials Request Form

Center Name \_\_\_\_\_ Classroom \_\_\_\_\_ Ages \_\_\_\_\_ Page \_\_\_\_\_

[illegible]

## SAMPLE Form F

### Equipment and Materials Request Form

Center Name 123 ChildrenClassroom Two year olds (teddy bears)Page 2[illegible]



**Form G**  
**Plan of Action Form**

Complete one page for each Core Competency Goal, minimum of one per caregiver

**Section A:** Classroom Name: \_\_\_\_\_ Age of children: \_\_\_\_\_  
Caregiver Name: \_\_\_\_\_ Length of employment: \_\_\_\_\_  
Is caregiver on the Career Ladder? \_\_\_\_\_ If yes, what level? \_\_\_\_\_  
Core Knowledge Area: \_\_\_\_\_  
Core Competency Skill: Step Number \_\_\_\_\_ Competency Number: \_\_\_\_\_  
Core Competency Goal: \_\_\_\_\_  
\_\_\_\_\_

**Section B:** List indicators of the competency to be developed:

1.

2.

3.

4.

**Section C: Training—Circle the training option being used: CCR&R class 1 CEU**

Training class to help in developing this skill: \_\_\_\_\_

Alternate option/s: \_\_\_\_\_ , \_\_\_\_\_

Additional Class if Desired (Optional): \_\_\_\_\_

**Section D: Director/Administrative Plan of Action**

Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. (At least 2 activities required)

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Write a short narrative explaining how you will monitor this person's progress and help them maintain goals beyond the grant period:

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**SAMPLE Form G**  
**Plan of Action Form**  
**Complete one page for each Core Competency Goal**

**Section A:** Classroom Name: Teddy Bears Age of children: 3  
Caregiver Name: Ima Caregiver Length of employment: 1 ½ years  
Is caregiver on the Career Ladder? yes If yes, what level? One  
Core Knowledge Area: Guidance  
Core Competency Skill: Step 2 Competency Number: 6  
Core Competency Goal: Uses positive statements and redirection to guide children

**Section B: List indicators of the competency to be developed:**

|    |  |
|----|--|
| 1. | <u>Help children explore options for play</u>                                |
| 2. | <u>Describes for children what they can do instead of what they can't do</u> |
| 3. | <u>Acknowledge children when they display positive behaviors</u>             |
| 4. |  |

**Section C: Training—Circle the training option being used: CCR&R class 1 CEU**

Training class to help in developing this skill: Learning in the Early Years  
Alternate option/s: Learning to Get Along ,  
Additional Class if Desired (Optional):

**Section D: Director/Administrative Plan of Action**

Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. **(At least 2 activities required)**

1. I will observe in the classroom to see how I can support the caregivers. 2. I will meet with the caregivers to share what I observed and problem-solve, set goals, and find out what I can do to support them. I will observe in the room and meet with the caregivers every other week until they feel that they have mastered these skills. 3. We will talk about guidance at our monthly staff meetings and I will also provide additional resources (articles, books) for all caregivers.

Write a short narrative explaining how you will monitor this classroom's progress and help them maintain goals beyond the grant period:

I will continue to observe quarterly and provide feedback to the caregivers. We will continue to discuss this topic quarterly in our staff meetings. I will encourage all staff to continue taking courses. If there are new caregivers, I will provide time for them to observe more experienced staff and reading materials.

## Appendix B Chair and Table Chart

It is best to purchase a few sizes for each room. The following percentages are guidelines you may use.

| <b>Seat height<br/>(inches)</b>  | <b>5</b> | <b>6 ½</b> | <b>8</b> | <b>10</b> | <b>12</b> | <b>14</b> | <b>16</b> | <b>Adult</b> |
|----------------------------------|----------|------------|----------|-----------|-----------|-----------|-----------|--------------|
| <b>Table height<br/>(inches)</b> | 12 14    | 16 18 20   | 22       |           |           |           | 24-26     | 26-30        |
|                                  |          |            |          |           |           |           |           |              |
| 12 to 24 months                  | 20%      | 80%        |          |           |           |           |           |              |
| 2 year olds                      |          | 20%        | 60%      | 20%       |           |           |           |              |
| 3 year olds                      |          |            | 20%      | 80%       |           |           |           |              |
| 4 year olds                      |          |            |          | 40%       | 60%       |           |           |              |
| 5 year olds                      |          |            |          |           | 100%      |           |           |              |
| 6 year olds                      |          |            |          |           | 50%       | 50%       |           |              |
| 7 year olds                      |          |            |          |           | 20%       | 80%       |           |              |
| 8 year olds                      |          |            |          |           |           | 80%       | 20%       |              |
| 9 year olds                      |          |            |          |           |           | 40%       | 60%       |              |
| 10 year olds                     |          |            |          |           |           |           | 100%      |              |
| 11 year olds                     |          |            |          |           |           |           | 80%       | 20%          |
| 12 year olds                     |          |            |          |           |           |           | 20%       | 80%          |

## Appendix C

### Matching Training to the Core Competencies

| <b>Core Knowledge Area</b>                                | <b>Corresponding Training</b>   |
|---|---|
| <b>Health and Safety</b>                                  | Healthy Care<br>Special Needs Course 1  |
| <b>Child Growth and Development</b>                       | <p><b>Step One and Two:</b><br/>Ages and Stages<br/>Learning in the Early Years<br/>Strong and Smart!</p> <p><b>Step Three and Up:</b><br/>Advanced Child Development<br/>Guidance and Emotional Wellness, Course 1<br/>Infant and Toddler Course 2: Social/Emotional Growth<br/>Infant and Toddler Course 3: Learning in Infancy/Toddlerhood<br/>Relationship Touchpoints Course 1: Prenatal – 12 months<br/>Relationship Touchpoints Course 2: One and two-year-olds<br/>Relationship Touchpoints Course 3: Three and four-year-olds<br/>Relationship Touchpoints Course 4: Five and six-year-olds<br/>School Age, Course 1: What's Happening<br/>Special Needs Course 1<br/>Theories and Best Practices, all courses</p> |
| <b>Learning Environment and Curriculum Implementation</b> | <p><b>Step One and Two:</b><br/>A Great Place for Kids!<br/>Strong and Smart!<br/>Infant and Toddler Course 1 (Birth to 3 years)</p> <p><b>Step Three and Up:</b><br/>Guidance and Emotional Wellness 2<br/>Infant and Toddler Course 1: Setting Up<br/>Infant and Toddler Course 2: Social/Emotional Growth<br/>Infant and Toddler Course 3: Learning in Infancy/Toddlerhood<br/>School Readiness Course 1: Language and Literacy<br/>School Readiness Course 2: Math and Science<br/>School Readiness Course 3: Physical<br/>School Age Course 2: My Castle<br/>School Age Course 3: Let's Play<br/>Special Needs Course 2 and 3</p>  |
| <b>Child Guidance and Emotional Wellness</b>              | <p><b>Step One and Two:</b><br/>Learning in the Early Years<br/>Learning to Get Along<br/>Infant and Toddler, Course 2</p> <p><b>Step Three and Up:</b><br/>Guidance &amp; Emotional Wellness Course 1: Setting the Stage<br/>Guidance &amp; Emotional Wellness Course 2: Preventing Problems<br/>Guidance &amp; Emotional Wellness Course 3: Positive Guidance</p>   |

|  |  |
|--|--|
|  | Guidance & Emotional Wellness Course 4: Helping Children with Challenging Behaviors<br>Infant and Toddler Course 2: Social/Emotional Growth<br>School Age Course 4: Let's Talk About It<br>Special Needs Course 2 and 3  |
| <b>Observation and Assessment</b>            | Looking to Learn   |
| <b>Family and Community</b>                  | <b>Step One and Two:</b><br>Working Together<br><br><b>Step Three and up:</b><br>Infant and Toddler Course 4: Working with families<br>Relationship Touchpoints Course 1: Prenatal – 12 months<br>Relationship Touchpoints Course 2: One and two-year-olds<br>Relationship Touchpoints Course 3: Three and four-year-olds<br>Relationship Touchpoints Course 4: Five and six-year-olds<br>Special Needs Course 2 |
| <b>Personal and Professional Development</b> | <b>Step One or Two:</b><br>More Than Babysitting<br><br><b>Step Three and Up</b><br>Creating Good Child Care<br>NAC Endorsement  |

For caregivers who have taken all of the CCR&R courses:

- Relationship Touchpoints or any Theories and Best Practices course can be taken for ANY goal you may set.
- KUED Teacher Line - Developing Early Literacy (10 hours)
- KUED Teacher Line – Preparing Teachers for Success (20 hours)
- Consider an on-line college course.
- Look at Appendix D for other on-line options.

## **Appendix D**

### **More about CEUs**

A CEU is a Continuing Education Unit and is equivalent to 10 hours of training. To obtain a CEU there is usually a written or testing component. This option for training is available for those that may not be able to readily access CCR&R training. Only CEU's in Early Childhood Education will count. The Children's Center's upper level training is also a viable option for CEU credit. A certificate of completion will be required to close out the grant. This option is more expensive than CCR&R classes. The center will still be required to pay at the fee if the caregiver doesn't have any other reasonable option for training. If the caregiver chooses an on-line course over a CCR&R course, the centers must pay at least the CCR&R course fee and up to 10 hours for the caregiver's time to complete it.

#### **On-line Sources**

Care Courses: [www.carecourses.com](http://www.carecourses.com), 1-800-685-7610

Child Care Exchange: [www.childcareexchange.com](http://www.childcareexchange.com) Type CEU credit in the search box

Stout University/Gryphon House: [www.gryphonhouse.com](http://www.gryphonhouse.com) Click on CEU program

Texas Tech University Distance Learning: [www.selfdimensions.com](http://www.selfdimensions.com) Click on CEU program

Kaplan Early Learning Company: [www.kaplanco.com](http://www.kaplanco.com) Click on Professional Development

#### **Other Sources**

The Children's Center Upper Level Courses

**Any CEU program run through an accredited college, related specifically to Early Childhood Education, will be accepted.**

# Appendix E

## Utah Child Care Resource & Referral

### **Bridgerland--Box Elder, Cache, Rich Counties**

(800) 670-1552      (435) 797-1552

Utah State University, 6510 Old Main Hill, Logan, UT 84322-6510

### **Northern--Weber, Morgan, Davis Counties**

(888) 970-0101      (801) 626-7837

Weber State University  
1309 University Circle  
Ogden, UT 84408-1309

### **Metro--Tooele, Salt Lake Counties**

(800) 839-7444      (801) 355-7444

Children's Service Society, 124 South 400 East, Suite 400, Salt Lake City, UT 84111

### **Mountainland--Summit, Utah, Wasatch Counties**

(800) 952-8220      (801) 863-8220

Utah Valley University, 800 W. University Parkway-163, Orem, UT 84058

### **Eastern--Daggett, Duchesne, Uintah, Carbon, Emery, Grand, San Juan Counties**

(888) 637-4786      (435) 613-5662

College of Eastern Utah, 451 East 400 North, Price, UT 84501

### **Western--Juab, Piute, Wayne, Millard, Sanpete, Sevier, Iron, Washington, Kane, Garfield, Beaver Counties**

(888) 344-4896      (800) 543-7527

Five County Association of Governments:  
St. George Office: 1070 West 1600 South, Building B St. George, UT 84770  
Cedar City Office: 88 E. Fiddler's Canyon Road, Suite H, Cedar City, UT 84720

## **Appendix F**

### **Guide to Floor and Wall Coverings**

#### **General Guidelines**

- Because solid colors reveal every stain and mark, choose a carpet, vinyl or linoleum that is mottled or flecked.
- Choose subdued patterns and colors that will make the room look larger, help create a calmer environment and reduce over-stimulation.

#### **Carpeting**

- Good quality, thick, dense carpet is more durable and responds to cleaning better than thinner carpets of lesser quality. Look for at least a 5-year warranty. A ten-year warranty is preferred.
- Carpeting adds softness, a major indicator of program quality.
- Large remnants, bound at the edges, can also be used.
- Nylon carpeting or blends that are mainly nylon, with a minimum of 26-ounce face weight, are the best choice.
- Use water-based glues that are non-toxic.
- Use padding under all carpeting. The padding should be made from natural materials.

#### **Flooring for messy and eating areas**

- Consider both vinyl resilient flooring (a synthetic material and linoleum (made from natural products)).
- Vinyl and linoleum with a matte finish is less slippery.
- Tile is generally too slippery for this area.

#### **Tile floors (for bathrooms)**

- Avoid large ceramic tiles in classrooms and bathrooms since they are too slippery when wet.
- Smaller tiles are less slippery because they have more grout surface.
- Matte surface tiles are less slippery than glazed finishes.
- Look for tile with a Slip Resistance/Coefficient of Friction Rating: Wet: .60 Dry: .70 which is required for commercial applications to meet or exceed ADA (American with Disabilities Act) Guidelines.

#### **Bathroom walls**

- A basic ceramic tile is recommended for this grant. These tiles are functional and reasonably priced.
- The grant reviewers will be looking for waterproof wall coverings in the bathroom. Other waterproof wall coverings may be good choices.